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ABSTRACT

Developed by a suburban school district, this manual provides guidelines for the early identification of gifted preschool children and describes Project Unicorn, a project to conceptualize, plan, and implement a classroom curriculum model for gifted young children. Project activities were based on Jean Piaget's theory of cognitive development and Erik Erikson's theory of social-emotional development. The curriculum framework involves processes of exploration, further learning, building upon previous learning, and communicating in the content areas of discovery, dramatic play, texture, motor development, expressive art, block play, and communication. The six chapters of the manual concern: (1) the identification process; (2) classroom environment and curriculum design; (3) staffing and personnel; (4) parent and family involvement; (5) project dissemination and interagency coordination; and (6) program evaluation. Extensive appendices provide assessment forms, such as a survey of creative and imaginative behavior; curriculum materials, particularly for health education; parent educational and teacher in-service materials, with a checklist of traits of gifted children; and project products and other related materials. (RH)

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EARLY IDENTIFICATION GUIDELINES

Suburban Model

LUCAS COUNTY SCHOOL DISTRICT

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INTRODUCTION

Characteristics of Young Children

The activities undertaken in Project Unicorn were based on a developmental theoretical model. Such a model assumes that children have unique characteristics very different from adults and these characteristics influence both the content and the style of their learning and must be taken into account when designing programs for them.

The specific developmental principles used in developing the assessment process and the classroom curriculum model were derived from the theories of Jean Piaget (Ginsburg & Opper, 1979) and Erik Erikson (1959). Although they were concerned with different aspects of development, both theories suggest that children progress through sequential developmental stages with subsequent stages reflecting what occurred in earlier stages.

Piaget

Piaget focused primarily on cognitive development. He believed that children think differently at different ages/stages. They progress from being unaware that an object still exists when it is out of sight to being able to use formal logic as an adult. A second basic tenet of Piaget is that children actively seek information and construct their own knowledge. They try to "make sense" out of their experiences; they are not simply waiting for adults to tell them, to model, or to reinforce them for "appropriate" behavior. Children's understanding, however, is constrained by their knowledge base and their abilities to think abstractly. The stages proposed by Piaget focus on the ways children gain and use information. The first three stages of Piagetian theory describe young children and were relevant for this project. (See Figure 1 for a brief summary of the stages and characteristics.)

Sensory Motor Stage

The first stage is sensorimotor which spans approximately the first two years of life. During this time, infants and toddlers are mastering the basic physical-motor skills and eye-hand coordination. They learn through using all their senses. It is essential for them to be actively looking, feeling, handling, touching, tasting, hearing, and moving. Although young children soon develop more internal ways of learning, sensory motor experiences remain a powerful source of learning.

Preoperation Stage

The second stage, preoperation thinking, covers ages two to five. During this time, children develop facility with language and the basic rudiments of thinking. While they are beginning to reason and to understand cause and effect, they make many errors because they are very literal and rely almost exclusively on their own experiences as sources of information. They are egocentric, not very good at understanding the perspective of others.

The hallmark of this period is the development of and understanding of symbolic or representational thought. This usually starts with the child imitating the behavior of others, continues in symbolic play, progresses to all types of representational art forms, (drawing, clay modeling, etc.) and is seen in the child's "made-up language" and representational body movements. It is important that this symbolic representation develop during this period as it helps form the basis for higher levels of learning.

Figure 1. SELECTED DEVELOPMENTAL CHARACTERISTICS OF YOUNG CHILDREN[1]

Age	Stage/Characteristics: Cognitive (Piaget)	Stage/Characteristics: Social-Emotional (Erikson)
Birth - 2 years	Sensorimotor Basic physical skills Exploration using all senses	Trust vs. Mistrust Child's basic physical and emotional needs must be met in timely, loving manner
1 - 6/7 years	Preoperational Thinking Mastery of language Beginning of thinking, representation, organization of information Egocentric - views things from own perspective, experiences Very literal	Autonomy vs. Shame and Doubt (2-4/5 years) Developing a sense of self Opportunities to make some decisions about what to do, how, and when
6/7 - 11 years	Concrete Operations Understands basic concepts, properties of objects Beginning to take another's viewpoint Beginning to understand how things change	Initiative vs. Guilt (4/5-9 years) Some planning More confident in self Enjoys accomplishments

[1]Summarized by Dr. Sally Kilmer based on information in

Ginsburg, H., & Opper, S. (1979). Piaget's theory of intellectual development (2nd ed.). Englewood Cliffs, NJ: Prentice-Hall.

Erikson, E. (1963). Childhood and society (2nd ed.). New York: W. W. Norton.

Concrete Operations

The final Piagetian stage relevant for this project is concrete operations, which begins around five to seven years of age. In this stage, children begin to think using representations such as numerals for numbers, but such thinking must still begin with direct experiences of concrete objects.

Erikson

In contrast to Piaget, Erikson was concerned with social-emotional development. Erikson proposed a very close relation between the way adults, particularly parents, respond to and provide for a child's needs and the child's social-emotional development. His first stage, trust vs. distrust, covers approximately the same period as Piaget, birth to two years. (Refer to Figure 1 for a summary of the stages and characteristics.) Because infants and toddlers are totally dependent on adults to provide for their basic needs of safety, shelter, food and comfort, Erikson believed that the foundation for social-emotional development is learned from the way in which adults meet these needs. If these needs are met in a timely and loving fashion, then a child learns to trust adults (and the rest of the world).

Erikson's second stage, autonomy vs. shame and doubt, extends from approximately two to four or five years of age. During this time, young children are just beginning to develop a sense of themselves as a separate person and to exercise some control over what and when she/he does things. Toilet training is often one of the first major areas of conflict between the child's and the parent's wishes. During this period, adults need to support appropriate opportunities for the child to make decisions.

The final stage relevant to young children is initiative vs. guilt, which occurs between the ages of four and five and eight or nine years. By now, the child is more confident of him/herself and is able to plan and follow through on some tasks. Children in this stage need adults who permit and facilitate appropriate independent judgment and activities.

Implications of Developmental Theories for Young Children's Programs

The developmental theories of Piaget and Erikson summarized earlier suggest the following implications for various programs for three to five year olds, both for children who are gifted, as well as others.

1. Teachers should
   - Be knowledgeable about the developmental characteristics, sequences and tasks for young children (preschool-kindergarten training)
   - Create a classroom environment that is supportive and accepting of each child and family
   - Respond in a developmentally appropriate way to facilitate growth in individual children
   - Be able to observe and evaluate day-to-day behavior
   - Be flexible
   - Communicate well with both children and adults

2. Physical Environment should
   - Be attractive and inviting
   - Enable child to select and engage in many activities with a minimum of adult direction
   - Provide space for each child's personal possessions and display space for children's creations
   - Be developmentally appropriate, with adequate supplies and equipment

3. Curriculum Activities should
   - Be concrete activities and real experiences inlcuding seeing, manipulating, and doing real things
   - Provide opportunities to represent what children are doing or have done
   - Be language "rich", with many opportunities for children and adults to talk about what they are doing or have done
   - Include all areas of development -- physical, social-emotional, creative, and cognitive
   - Reflect the interests of the children, collectively and individually

4. Methods and Scheduling should
   - Provide primarily individual or small group activities
   - Provide freedom of choice in both the activities and materials in terms of how they will be used (as long as it is constructive), and the amount of time to be involved
   - Provide careful teacher planning to include a wide variety of learning opportunities, activities, and materials
   - Provide adult interaction strategies primarily focused on helping children verbalize, clarify what they are doing, raise questions, and expand on child's learning in a style that is supportive and respectful of each child's needs and accomplishments
   - Provide an adult child ratio of 1 to 5

5. Parents should
   - Provide direct, frequent and reciprocal communication between parents and teacher
   - Articulate realistic expectations for children
   - Understand that the development of their young children differs markedly from older children
   - Communicate the special interests of their children so learning activities around these interests can be planned

6. Evaluation
   - Should be process rather than product oriented
   - Should recognize the child's intent

Identification of Young Gifted Children: Concerns and Guidelines

The identification of the young, potentially gifted, child is at best a precarious task. Research does not abound with definitive anwsers about the best methods, testing instruments, and/or procedures for ascertaining valid assessment data. In fact, John (1983), in reviewing multiple sources of literature, suggests that traditional identification procedures should be set aside, and instead young children should be exposed to an enriching environment, thereby fostering their giftedness. Since that may not be financially feasible in all educational contexts, what then can be established as sound, albeit tentuous, identification procedures?

A review of the literature relative to this topic reveals some important concepts to be considered.

1. The individual Intelligence Quotient test, although preferred by most experts in the identification of the gifted, can vary as much as 28 points between preschool and adolescence. (McCall, 1973)

   A number of reasons may account for this phenomenon. First, young children do not always conform to the rigors of standardized testing, which may include sitting for long periods of time. Second, test questions and tasks designed for older children may be given to younger children until a test ceiling is met, which may require problem solving skills or an informational base not yet mastered by the preschooler. Thus, the child's success is thwarted by the test tasks becoming too complex, too fast. Third, during the preschool period, children are apt to associate test tasks and questions to their own expericnes, thus giving answers which may relate to the questions or stimulus, but are not the answers required. In this case, children may score lower than their true "potential".

   Using the I.Q. as the only identification measure can cause two types of errors in the chosen population. First, some children who are potentially gifted may not appear so. Second, children who score high because of positive "test taking" behaviors and/or a larger fund of general information may appear average by the middle grades.

2. The I.Q. score is not always indicative of the child's level of conceptualization; that is, cognitive problem-solving behavior.

   As was explained in Part I of this section, young children's patterns of thinking differ markedly from those of older children. In fact, Brown (1973) confirmed that bright four year-olds were no different than average four year-olds in their ability to understand that the number of objects in a row did not change when the objects were moved further apart. Interestingly, retarded nine year-olds who had the same mental age as the bright four year-olds (MA-6) could successfully solve this problem.

This has important implications for identifying and developing programs for gifted young children. It means that MA is a less than accurate way to assess the cognitive capabilities of young children. If taken literally, it could lead to the development of content far beyond their conceptual level.

3. During the preschool years, creativity tests and techniques may not discriminate the potentially creative child.

   Many behaviors characteristic of creativity are associated with and found in most preschool children. Their spontaneity, imaginative use of toys and objects in play, use of fantasy, and association of unlikely information are found as universal constants. How often a child must demonstrate these and like behaviors to be deemed creatively gifted remains to be seen. Trying to evaluate the young child's level of creativity as superior to other children may be a task best left to middle childhood.

4. Academic achievement at this age period is a deceptive concept.

   While some children may, in fact, understand academic concepts way beyond their expected level, other children may only be repeating information at the rote level. This is particularly true where letter and numeral names are concerned, making sounds for letters, counting, etc. It is easy to "train" the young child to appear academically advanced since their language skills are developing at a rapid rate during this period and imitations without understanding can occur.

   In light of the serious cautions about the identification of young gifted children, what seems to be a sensible approach? Following the procedures listed below should safeguard the integrity of the identification program and make errors less likely.

   1. Parent information about the child should remain central to the identification process, since parents are most familiar with the child's learning habits and behaviors.

2. An individual I.Q. test should be administered and evaluated, keeping in mind the large score discrepancy that can occur by the latter elementary years. This is particularly important when reporting the results to parents. In fact, the emphasis of the parental feedback should be in terms of the child's style of solving the test's problems, instead of the score.

3. Many formal and informal assessments and observations should be built into the program so that the child's learning strengths, interests, and needs can be determined and accommodated in the daily curriculum.

Overall, the identification of the young gifted child is a rather "shaky" area. It needs careful planning and thought and an awareness that changes can occur in the child's style and response to learning situations as he/she grows and develops.

An Early Childhood Classroom Curriculum Model for Gifted Young Children

In order to facilitate the conceptualization and planning for classroom curriculum in January, the consultants to Project Unicorn proposed a curriculum approach, which was supported by the Project coordinator and classroom teacher. The framework (shown in Figure 2) integrates the developmental processes and sequences appropriate for young children and the curriculum content typical of preschool programs concerned with facilitating the development of the "whole child" -- social-emotional, creative, physical, and cognitive.

Across the top of the matrix are the curriculum content areas:

1. Discovery
   Science and other activities in which the child seeks to discover new information, or understand properties of objects

2. Dramatic
   Role taking activities, ranging from dramatizing a story to playing in work-related settings, such as an office, hospital, or outdoors

3. Texture
   Opportunities for the child to explore all kinds of textures from water, sand, snow, legumes, styrofoam pieces, to mixtures

4. Motor Development
   Opportunities for the child to gain skills and mastery of both large and small muscles through inside and outside activities

5. Expressive Art
   Opportunities for the child to create his/her own products from a wide range of materials, both two and three dimensional

6. Block Area
   Opportunities for the child to use unit blocks of various sizes with a variety of accessories ranging from traffic signs and vehicles to yarn, paper, and carpet samples

7. Communication
   Opportunities for the child to create stories as well as listen to and appreciate those created by others

Social interactions and skill development are part of each content area to encourage children to participate with their peers and develop the freedom to negotiate roles, responsibilities and interactions with others.

EARLY CHILDHOOD CURRICULUM MODEL

PROJECT UNICORN

Figure 2

CONTENT

	Discovery	Dramatic	Texture	Motor Development	Expressive Art	Block Area	Communication
Identified Activity							
I. Exploration							
II. Learning More							
III. Building Upon							
IV. Communicating							

Developed by: Dr. Suzanne McFarland and Dr. Sally Kilmer, Consultants to Project Unicorn and Patsy Bashore, Coordinator of Gifted Programs, Lucas County Office of Education

The left side of the framework lists the four process levels. Regardless of the content of an activity, this model assumes that the child must begin with opportunities to explore the materials, properties, or persons. Only after a child has had ample opportunity to explore and try out the materials in various ways, will she/he be ready to learn more, acquire facts, or gain other information about the material or activity. The third process dimension is building upon. This refers to expanding one's knowledge -- allowing the child to relate what she/he has learned to the materials, activities, or settings. The final process is communicating that information, content, or skill. This includes a variety of activities and media such as drawing and dictating, and using charts, graphs, photographs, or videotapes.

The amount of time a child spends in each of these processes will depend on the child's needs and developmental level and that child's familiarity of the materials and activities. Generally, the more opportunities a child is given to explore, examine, and use a material or activity, the more quickly she/he will be ready to gain more information.

Some specific examples of curriculum activities illustrating this approach are included in the description of the program, Section II, Implementation.

Although full implementation of the model was not possible this school year, the model was useful in conceptualizing and planning curriculum for young gifted children. Full implementation of the Early Childhood Curriculum Model in planning curriculum occurred in September 1986.

References

Erikson, E. Childhood and Society (2nd ed.), New York: W. W. Norton, 1965.

Ginsburg, H., & Opper, S. Piaget's Theory of Intellectual Development (2nd ed.), Englewood Cliffs, NJ: Prentice-Hall, 1979.

Renzulli, J.S. The Enrichment Triad Model: A Guide for Developing Defensible Programs for the Gifted and Talented, Mansfield Center, CT: Creative Learning Press, 1977.

CHAPTER I

IDENTIFICATION PROCESS

Direct Services for Children

A. Program Objective: To develop and implement an early identification process for gifted three, four, and five year olds.

The identification model for Project Unicorn was developed after a review of the literature related to this topic (see Section 1) was completed. In keeping with the information gleaned from that review, the identification model was based on the following assumptions:

1. Parent information about the child should serve as the crux of the identification process.
2. Caution should be given to the interpretation of standardized tests.
3. Ongoing assessment, both formal and informal, should continue across time, with the child's daily classroom behavior serving to validate or disprove the assessment findings.
4. The environment, which plays a large part in the nurturing of potentially gifted children, should be designed to facilitate the child's special talents and abilities.

Note: The thinking in the field is that in order to determine which children demonstrate high ability, children have to interact in environments which foster that ability. This identification model is predicated on the fact that children should be involved in an enriching environment which facilitates mental and physical growth. If children are not in a school program that affords monitoring of behavior and demonstration of high ability, then parents seeking out assessment, should be given information to provide learning activities outside the classroom.

Four Step Identification Model

Step I	Parent Nomination
Step II	Individual I.Q. Tests
Step III	Parent Communication/Conferences
Step IV a.	Additional Out of Classroom Assessment
Step IV b.	Teacher Observation in Classroom Assessment

Step I - Parent Nomination

The Parent Questionnaire was the first step in the assessment process (See Appendix A). The questionnaire was mailed to parents expressing interest in learning more about their child's special learning patterns, strengths, and needs. Through the questionnaire, information was gathered on the child, the family's involvement in the child's learning, and any special attributes, abilities, and characteristics of the child as perceived by the parents.

While the parent questionnaire did not have the capability to specifically indicate giftedness, it did serve to help parents identify the following characteristics often associated with bright or precocious children: early use of advanced vocabulary, keen observation and curiosity, retention of a variety of information, periods of intense concentration, interest in complex concepts and their relationships, a broad and changing spectrum of interests, strong critical thinking skills and self-criticism, and early demonstration of talents in music, art, athletics and/or the performing arts. The parent questionnaire also became a valuable tool in individualizing curriculum and serving as a knowledge base for parent involvement in Project Unicorn. For example, through the questionnaire, it was learned that one child loved trains. It was quite easy to continue to foster this special interest within the classroom through the construction of a train, creative dramatics, story writing, and other activities. On the parent questionnaire, one question

asked for the level of education and parental occupation. Through this information, it was discovered that one parent was an artist. She was asked to come into the classroom and share her expertise by working with the children. She was delighted to do this as well as to help create learning centers for the preschool classroom.

Step II - Individual I.Q. Tests

The initial I.Q. screening was conducted by a licensed psychologist using the Stanford-Binet test. Five psychologists worked with Project Unicorn on a rotating basis. Each psychologist served on the Advisory Committee, provided inservice for parents, offered to teach a STEP class, and provided valuable insight into the identification of young children.

After administering the Stanford-Binet test, the psychologist briefly talked to the parents about how the child reacted to the testing situation and then made an appointment with the parents to discuss the results of the testing in more depth. At a later date, the parents, psychologist, and coordinator of gifted programs met to discuss the results of the testing. Stanford-Binet scores were reported in percentiles and/or possible ranges recognizing the standard error of measurement. The psychologist also talked about the strengths and weaknesses of the child's limits of intelligence testing and individual patters of I.Q.s.

The Stanford-Binet, Form L-M, is an individually-administered intelligence test which uses the concept of mental age to measure intelligence. The Binet incorporates many concepts, but it best measures verbal intelligence. Since preschool language development can be heavily influenced by environment, the Binet should be supplemented by other measures if the child comes from a deprived or culturally different environment.

Another assessment instrument that has been used this year was the Kaufman Assessment Battery. This test is divided into two sections of intelligence and achievement. This measure is purported to be culture free in that it assesses intelligence as either simultaneous or sequential problem-solving procedures. While incorporating language concepts, the Kaufman - ABC is not as language weighted as the Binet.

After analyzing the results of the Stanford-Binet and the Kaufman - ABC tests, it appears to be very difficult to accurately assess three, four, and five year-old children. While children who scored above 120 were automatically invited to participate in the program, other children, whose I.Q.s fell below the 120, and who were in the younger range of the population, posed selection dilemma. This will be discussed further in the evaluation section.

Step III - Parent Communication/Conference

As part of the testing procedure, the ABC Assessment Brochure was mailed to parents before assessment took place (see Appendix D). The intent was to provide parents with additional information about the purpose, process, and limits of the assessment as well as to help them understand how the test results could be used to gain additional insight about their child.

As stated previously, the parent conference after the I.Q. testing with the psychologist and coordinator was a very important part of the evaluation process. Through the Stanford-Binet and the Parent Questionnaire, the psychologist was able to provide information to parents about the limitations of testing young children, the general range of intelligence indicated on current testing, and personal strengths and weaknesses as revealed by the test instrument. The psychologist discussed areas such as verbal skills, fine motor development, abstract reasoning, memory ability, and auditory skills. Additional information included observational data related to independence, task commitment, and attention span.

If parents elected to place their child in Project Unicorn, additional parent conferences with the classroom teacher and inservices on child development and giftedness were available to them. Informal communication took place between parents and classroom teacher at the end of the school day. A formal conference was initiated in the fall and in the spring. The teacher was always a part of the parent inservices and was able to communicate daily activities and curriculum and address individual needs of the students and parents.

Step IV a. Additional Out of Classroom Assessment

Achievement

Reading and math achievement information was acquired through the use of the Kaufman Assessment Battery and the Wide Range Achievement Test (WRAT).

The WRAT test was used to indicate alphabet and work recognition.

Each child was individually tested with the Kaufman in the following areas:

1. Expressive Vocabulary. The examiner exposes a picture and the child names the object pictures. Ages 2-6 through 4-11.
2. Faces & Places. The examiner exposes a picture of a well-known person, fictional character, or place and the child names it. Ages 2-6 through 12-5.
3. Arithmetic. The examiner exposes a picture and asks a question which assesses an arithmetic ability. Ages 3-0 through 12-5.
4. Riddles. The examiner reads a list of characteristics and the child gives the name of the object or concept that the character describes. Ages 3-0 through 12-5.
5. Reading/Decoding. The examiner exposes letters and words and the child reads them aloud. Ages 5-0 through 12-5.

Creativity

Two measures of creativity were used -- PRIDE and Action and Movement. The PRIDE Creativity, Educational Assessment Service, Inc., measures interests, independence/perseverance, imagination/playfulness, and originality. The Action and Movement by E. Paul Torrance asks the child to think of as many fun ways as possible to do ordinary everyday things, such as running, walking, or throwing a paper cup in the wastebasket.

The classroom teacher administered this creativity test shortly after the school year began. The teacher recorded all the ways a child completed a particular task. The information was mailed to the Scholastic Testing Service, Inc. Scores were reported in fluency, originality, and imagination.

Step IV b. Teacher Observation in Classroom Assessment

Cognitive Skills

Embedded in some of the curriculum activities are some activities which necessitate higher-level cognitive reasoning abilities. To test these activities, four cans of different heights were placed in front of students. Students were then asked to change the order of the cans so that they ranged from shortest to tallest. The shortest can and the can next to it in height were pulled from the group. The students were asked to determine which can would hold the most water. The answer was the shortest can. Some students were able to provide the correct answer while others had to be convinced.

Children's responses to problem-solving methods were noted as a way of ascertaining additional information about each child.

Classroom Rating Scales

These behavioral checklists were used to record and evaluate the creative/imaginative, cognitive/intellectual, and language behavior of children in the project. These checklists were used to compare children's behavior against the standardized assessments as well as provide information upon which curriculum activities could be developed (see Appendix A).

CHAPTER II

CLASSROOM ENVIRONMENT
CURRICULUM DESIGN

Direct Services for Children

B. Program Objective: To use the identification process to develop a curriculum that includes learning experiences in creative thinking, problem solving, and logic for three, four, and five year-olds with exceptional intellectual potential.

Overall Classroom Design

The classroom selected for Project Unicorn was the kindergarten classroom located in a very traditional, older school building. The room was selected because it was larger than other classrooms, was carpeted, and contained lavatory and sink facilities scaled for small children.

Learning Centers were placed around the classroom so as to allow space for freedom of movement and space for children to build and create within the center areas. Work areas included the creative arts area, a water table, blocks, woodwork, creative dramatics area, and space for computer, science, and language arts activities.

Specific materials that children used in these areas included blocks, puzzles, easel with paper and paints, paper, phones, sand and water table, dramatic play area, play dough, books, a work bench with tools, rails, screws, and real, but child-size bolts.

Eight students were enrolled in Project Unicorn with a certified teacher and an aide.

Planning and implementing the curriculum for the students enrolled in Project Unicorn proved to be the most challenging aspect of the program. The preschool curriculum must meet the unique and varied needs of young children. This involves giving children the freedom to move around the classroom and explore their surroundings, allowing them to utilize their senses and express their feelings, and encouraging them to socialize and interact with other children. Preschool learning activites and units must not be an extension of early elementary activities, rather they should be seen as the foundation that will foster future learning. Program goals and objectives were evaluated on a daily basis as well as at monthly evening sessions to discuss implementation of activities and units through the four phases of Early Childhood Curriculum Model.

The daily schedule for Project Unicorn is as follows:

Daily Schedule

9:00 AM - 9:30 AM	arrival and free play
9:30 AM - 9:50 AM	circle time (meet as a group to develop listening skills)
9:50 AM - 11:20 AM	snack (groups of two, handled independently) learning centers (stations where children work on projects) children are free to go and finish projects started earlier or initiate new ventures
11:20 AM - 12:00 PM	clean up story time outdoor play

Snacks were prepared in groups of two versus a large group in order to meet the individual needs of children and in order to maintain the flow of the program. Some children continued to work in centers throughout the classroom, while others enjoyed making and eating the snack.

Learning Centers

Several learning centers throughout the classroom allowed children to participate in a variety of activities. Specific examples are included later in this report. The following list describes each classroom center.

Creative Art

Children were exposed to many different experiences in the art process and representation. For example, the children did fingerpainting and gadget painting, mixed goop to model objects, constructed sculptures, and made collages. These art experiences encouraged the children to use their imagination.

Discovery Center

Children were encouraged to act upon their natural curiosity of the environment by participating in various "hands on" activities. Examples included examining seeds, magnets, outdoor sounds, and tools.

Computer

Children selected activities from a variety of computer software, based on their interests and abilities. Such software included:

Early Games for Children (Springboard Software, Inc.)	Games requiring children to match letters or numbers, count colorful blocks, draw colorful pictures, compare shapes, add or subtract stacks of blocks, and type their name.
Alligator Mix (Developmental Learning Materials)	A math game with number recognition, addition, and subtraction.
Story Machine (Spinmaker)	Software which encouraged children to write their own story (for children ages 5 and older).

Cooking

Children participated in such activites as making play dough or another food item, which could then be eaten for the snack. These activities facilitated social interaction, encouraged children to follow directions, and also added to the children's taste experience.

Communication

This center encouraged children to verbalize what they saw and felt so they could make a connection between written and spoken language. Children dictated stories, told a story, used a wordless picture book, drew a picture, or told a story using a puppet.

Curriculum Flexibility

Since portions of the curriculum should be based on the interests of the children, teachers should adopt a flexible curriculum to allow children to pursue creative ideas as they happen. This area encourages spontaneous, rather than planned activities. For example, one day, playing in the block area, the children discovered a spider. They caught the spider, decided the spider began with S, selected the appropriate encyclopedia, read information on spiders, and based on their findings, made spiders.

Role of the Teacher

The teacher should serve as a facilitator to provide children with stimulating, age and grade-level appropriate activities. Once activities are introduced, the teacher should pull back and allow the children to use their curiosity and act on the environment.

To provide appropriate learning activities, the curriculum requires a great deal of planning, daily evaluation, adjustment, and revision. For example, even if a unit or an activity has been carefully planned, it may not interest or be totally appropriate for the children. The teacher must carefully observe and evaluate the changes required to maintain classroom flow, child interest, and continued learning.

Specific Curriculum Activities:

Topic: Plants/Seeds

Materials used: various sized bean seeds, whole green peppers, tomatoes, and carrots

Exploration

The water table, filled with seeds, became the seed table so children could feel, examine, and compare various seeds. Tomatoes and green peppers were cut apart and their seeds removed so children could also examine these materials.

Learning More

In order to have children learn that plants can be grown using materials other than seeds, we started plants with impatiens cutting and carrot tops.

The seeds from the tomatoes and green peppers were used to grow new plants while the remaining items were used in making soup for a snack.

Building Upon

By taking care of their plants, children learned that water and sunlight were needed for plant growth.

Communicating

The plants were sent home with the children soon after they started to grow. Children were able to communicate to parents that their plants were very tall and lacked leaves since their classroom lacked sufficient light. (See Early Childhood Curriculum Model, end of Chapter II.)

Topic: Blocks

Materials used: blocks, small rubber balls, empty peanut cans, and play cars.

Exploratory

Blocks were always available for use by the children as the base for this activity.

Learning More

Blocks were used to form an inclined plane, and build a ramp so children could see the effects of speed and weight on distance by rolling small cars down the ramps.

Building Upon

Children built ramps in the play area for their play cars. Children examined ways to make their cars move faster and farther by changing the design of their ramps.

Communication

Children talked about the speed of their cars going down the ramp.

Topic: Brushes

Exploratory

Children touched and described various kinds of brushes, paint brushes, toothbrushes, vegetable brushes, and toilet brushes.

Learning More

Children learned the names of all kinds of brushes. The children played a game using the brushes. (See Early Childhood Curriculum Model, end of Chapter II.)

Topic: Wind

Exploratory

Children watched the wind carry bubbles children had blown. They then made pinwheels which they used outside so they could explore the effects of the wind.

Learning More

Children made kits and experienced first hand what happened to kites in a very strong wind. They also listened to poetry about the wind. (See Early Childhood Curriculum Model, end of Chapter II.)

Topic: Play Area - McDonald's (Dramatic)

Exploratory

Children used various empty McDonald's containers to play a restaurant game. They wrapped hamburgers, assembled meals, served meals, and cleaned up the work area.

Learning More

In this activity, money was introduced so children could learn how to pay for what was ordered at McDonald's. Children developed menus and assigned costs for the menu items. Other curriculum areas focused on motor development where children cut out McDonald hats.

Communication

Students conversed freely with fellow students and adults playing the McDonald's games.

EARLY CHILDHOOD CURRICULUM MODEL

Discovery	Dramatic	Texture	Motor Development	Expressive Art	Block Area	Communication
Identified Activity Topic: Plants/Seeds		seed table water table filled with various	pouring seeds from one container to another	use seeds to make an art picture		classified seeds according to size
I. Exploration		seeds to be felt, looked at, and smelled				
II. Learning More						sequencing growth of plants from seeds to full grown plant on flannel board
III. Building Upon						
IV. Communicating						

This shows that a unit may overlap into more than one area of the curriculum.

EARLY CHILDHOOD CURRICULUM MODEL

Identified Activity: Brushes	Discovery	Dramatic	Texture	Motor Development	Expressive Art	Block Area	Communication
I. Exploration		Used brushes for developing make believe situations, such as being a painter		Used brushes in play			Children were given a bag and were asked to act out how the brush would be used. The other children guess what brush is in the bag.
II. Learning More							
III. Building Upon							
IV. Communicating							

EARLY CHILDHOOD CURRICULUM MODEL

Discovery	Dramatic	Texture	Motor Development	Expressive Art	Block Area	Communication
Identified Activity Topic: Wind						
I. Exploration			Cut out pin wheels. Cut out & assembled kites. Used kites and pinwheels.	Decorated kites		Listened and recited poetry. Talked about the wind. Described the feeling of the wind.
II. Learning More						
III. Building Upon						
IV. Communicating						

CHAPTER III

STAFFING/PERSONNEL

Teacher Selection

Teacher selection is of primary importance in working with preschool children. It is critical that a teacher have a background in early childhood development since the teacher must understand the stages of child development in order to plan and implement appropriate curriculum for young children. Watered down elementary curriculum, carried out by a teacher with an elementary background and no knowledge of the learning characteristics of three-five year old children will not adequately meet their learning needs.

Project Unicorn had a change in teachers after only four months into the project. This was unfortunate in that curriculum planning and parent inservice was disrupted. Concern was most evident for the children and the change to their learning environment. With the support of parents, the superintendent of the Lucas County Board of Education, and university consultants, a teacher was hired and the project began to recover rapidly.

In all our gifted programs, the classroom teacher designs and acts as a facilitator of the curriculum. Therefore, we look for a creative, successful teacher who has the energy and desire to meet the individual needs of gifted students. Preschool programs, gifted or not, are no different. The teacher must be creative, highly successful in past teaching experiences, and have the desire to meet day-to-day challenges of the three, four, and five year-old child. The next page illustrates the job qualifications for our gifted preschool teacher.

LUCAS COUNTY BOARD OF EDUCATION
One Government Center, Suite 400
Toledo, Ohio 43604-2244

NOTICE OF VACANCY

Position:	Part Time Gifted Preschool Teacher
When:	August 16, 1985
Salary:	Commensurate with experience and education
Contract:	10 Months
Qualifications:	1. Minimum of Bachelor's Degree in Education 2. Teaching Preschool or Early Elementary Experience 3. Knowledge of current early childhood developmental curriculum and instructional practices pertaining to gifted students is highly desirable. 4. Documented competency in early childhood curriculum and program development.
Responsibilities:	Responsible to Gifted Coordinator
Major Job Functions:	1. Instruct precocious three, four, and five year-old children in a preschool classroom. 2. Ability to relate well with people and to work in an advisory capacity with administrators, teachers, parents, and community persons. 3. Ability to conduct and/or organize child development curriculum activities for teachers and parents. 4. Willingness to further professional growth by participating in seminars, conferences, and/or courses when necessary. 5. Assist in establishing or revising curriculum for precocious students. 6. Perform other duties assigned by the Gifted Coordinator and/or Superintendent.
Apply to:	Patsy Bashore, Gifted Coordinator 3939 Wrenwood Road Toledo, Ohio 43623
Application Deadline:	1. Applications will be accepted until July 1, 1985. 2. Please include your resume and have your Placement Credentials forwarded to the above address.

LUCAS COUNTY OFFICE OF EDUCATION IS AN EQUAL OPPORTUNITY EMPLOYER

Teacher Inservice Training

Inservice training opportunities for preschool teachers in the Lucas County area include the following:

- Bowling Green State University Early Childhood Conference
- Off campus course work through the University of Toledo and the Lucas County Office of Education
- The Educational Symposium, sponsored by educators throughout Northwest Ohio
- The Ohio Association for the Education of Young Children Conference
- The Ohio Kindergarten Conference
- The Toledo Area Association of Education for Young Children
- Midwest Association for the Education of Young Children
- National Association for the Education of Young Children
- The Ohio Association for Gifted Children

CHAPTER IV
PARENT/FAMILY INVOLVEMENT

C. Program Objective: To develop a parent involvement program so that the home and school can reinforce each other in developing the skills necessary for future success in school and for entry into the larger cultural mainstream.

The first step was to ask parents to join with the Lucas County Board of Education in making a commitment to a gifted preschool, Project Unicorn. On Tuesday, April 30, 1985, 25 parents participated in an inservice focusing on the characteristics of the gifted preschooler, testing instruments, and curriculum for the three, four and five year-old children (see Appendix C).

Parents responded to Project Unicorn by requesting testing for their child. Testing was scheduled for the month of June, 1985. Teacher interviews were also scheduled in June and a teacher was hired in July.

The next step was to furnish the classroom. Purchase orders for classroom materials and equipment were submitted and materials began to arrive in August, just in time for our first Project Unicorn parent meeting. The initial beginning of Project Unicorn was possible through the financial support of the board's general fund.

On August 21, 1985 parents, the classroom teacher, and the coordinator of gifted programs met to visit the newly furnished classroom and to hear about curriculum, policy procedures, and parent involvement (see Appendix D).

After the project was in place, the Early Identification Grant from the Ohio Department of Education afforded the Lucas County Board of Education the opportunity to design structures between the identification of young children and their success in the program. Without the department's support, the identification procedure, the data collection and, more importantly, the research and interpretation would not have been possible (see Introduction Section).

Through the grant, consultants were hired to provide information, direction and, overall early childhood expertise to the project. The grant also made it possible to purchase additional classroom materials that provided learning opportunities in creativity, problem solving, and logical thinking.

Parent Inservice/Involvement

Throughout the school year, parents were formally invited to the Gifted Resource Center for inservice and input. The Resource Center was possible through a Title IV-C Federal Grant in 1978. The center contains a wealth of classroom materials for students in grades K-8 and reference information for teachers and parents. Preschool materials were added during the 1984-85 school year. Resource materials on process skills and academic subjects are used by Gifted Resource Teachers, classroom teachers within Lucas County, and parents of the 350 gifted students in our four local school districts: Washington Local, Ottawa Hills Local, Springfield Local, and Anthony Wayne Local.

Parents, teachers, coordinators and university consultants participated in the following events:

September 27	Health Awareness Class for parents and students (see Appendix B)
October 2	Field trip to Crosby Gardens, where parents and students learned about butterflies
11	Parent coffee/inservice on "Beliefs and Understanding of Gifted Children" (see Appendix C)
15	Parent inservice in the evening for those unable to attend on the 11th
22	Lucas County Board Meeting for Project Unicorn's students and parents
31	Preschool Halloween party, organized by parents and teacher

November	7	Parent informational meeting on testing instruments, Kaufman ABC, and creativity tests
	12	Individual parent conferences
	15	Individual parent conferences
	13	Parent inservice on "Intellectual and Physical Characteristics of the Preschool Child", by Dr. Suzanne McFarland
	28	Thanksgiving snack for students and parents
December	4	Advisory Committee meeting with six parents serving on the board
	20	Parents invited to the classroom for a Christmas party
January	16	Parent inservice on a curriculum model, by the coordinator and the classroom teacher
	21	District-wide teacher/parents inservice with coordinator, Early Childhood consultants and classroom teachers presented
February	5	Advisory committee meeting, open to all parents, on characteristics of the preschool child and assessment, by Dr. Kilmer and Dr. McFarland
March	5	Advisory committee meeting, open to all parents, on the curriculum model
April	16	Project Unicorn award, "Class of the Month", by Lucas County Office of Education (see Appendix D)
May	17	Preschool parents and children invited to attend community play, "Peter Pan"
June	4	Advisory committee meeting, open to all parents
	2	Formal parent conference for Project Unicorn students
	6	Formal parent conference for Project Unicorn students

PARENT INSERVICE ACTIVITIES

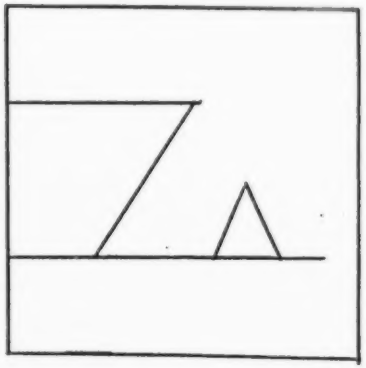
Type	Purpose	Possible Area of Presentation	Suggested Model for Delivery
Input and Dialogue	To present information that satisfies an assessed or perceived need	Beliefs and understandings of Gifted children	1. Pass out individual statements of "Beliefs and Understandings of Gifted Children" (see Appendix C). The term gifted can mean different things to different people and cause much confusion and miscommunication. Intelligence can be developed and must be nurtured if giftedness is to occur. 2. Have the heading at the top of five separate pieces of paper I disagree I agree I have no opinion I stongly disagree I strongly agree 3. Have small parent groups place statement in appropriate categories. 4. Encourage discussion. 5. Pass out "A Checklist of Traits in Which the Gifted Excel (see Appendix C).

PARENT INSERVICE ACTIVITIES

Type	Purpose	Possible Area of Presentation	Suggested Model for Delivery
Dialogue	To provide an opportunity for discussion and interaction concerning predetermined or emergent issues.	Possible issues for dialogue can be related to how to question. 1. How can we temper the awe we feel toward our gifted/talented children? 2. How can we deal with family members who do not have gifted/talented children? 3. How can I better foster intellectual and creative growth in my child?	1. Construct a large question mark with the topic for the session's dialogue written 2. Have parents form small groups for the purpose of discussion. 3. Instruct parents to use the reverse side of the question mark to list possible solutions or techniques for resolving the questions under discussion.

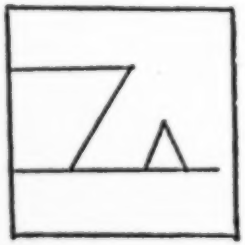
PARENT INSERVICE ACTIVITIES

Type	Purpose	Possible Area of Presentation	Suggested Model for Delivery
Input	To present process skills information	Creativity Fluency Flexibility Originality Elaboration	1. Have parents guess what the drawing might represent. Ask them to think of most different or unusual and different things.

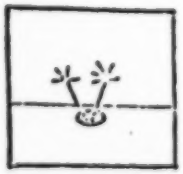


PARENT INSERVICE ACTIVITIES

Type	Purpose	Possible Area of Presentation	Suggested Model for Delivery
			2. Show parents what the pictures represent and encourage discussion (see Appendix C).



This, of course, appears to be "A Mother Pyramid Feeding Its Child," but is called: A SHIP ARRIVING TOO LATE TO SAVE A DROWNING WITCH



You may think this one is Two Palm Trees on a Desert Island or A Gopher with Two TV Sets. Both wrong. It is AN EARLY BIRD WHO CAUGHT A VERY STRONG WORM

PARENT INSERVICE ACTIVITIES

Type	Purpose	Possible Area of Presentation	Suggested Model for Delivery
			3. Introduce the four areas of creativity: fluency, flexibility, originality, and elaboration through transparencies (see Appendix C).

FOCUS IN ON...

Divergent Thinking

Which encompasses these following components:

COGNITIVE

FLUENCY ... to think of the most

FLEXIBILITY ... to make different approaches

ORIGINALITY ... to think in novel or unique w

ELABORATION ... to add on to

AFFECTIVE

RISK TAKING

IMAGINATION

COMPLEXITY

CURIOSITY

PARENT INSERVICE ACTIVITIES

Type	Purpose	Possible Area of Presentation	Suggested Model for Delivery
			4. Have members of each group share their responses and conduct a total group discussion concerning the question.

Adapted From:

Educating The Preschool Primary Gifted and Talented, Ventura County Superintendent of Schools, Ventura, California, January, 1980.

PARENT INSERVICE ACTIVITIES

Type	Purpose	Possible Area of Presentation	Suggested Model for Delivery
			5. Ask parents to do the fluency exercise below (see Appendix C).

Fluency

- Tie a rope around it and use it as an anchor
- Use it as a paperweight
- Fill in the holes and use it as a cannonball
- Use it as ammo for a giant's slingshot
- Use it as a pencil holder
- Paint it green and give it to your mother as a head of lettuce

Now it's your turn.

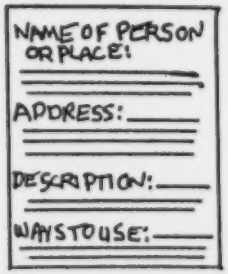
PARENT INSERVICE ACTIVITIES

Type	Purpose	Possible Area of Presentation	Suggested Model for Delivery
Introduction	To develop instructional materials or strategies to effect the education process.	Use "at-home" materials to foster higher-level thinking skills	1. Have parent bring a bag of household items to the inservice session. 2. Instruct parents regarding a basic strategy to effect development of higher-level thinking such as creative thinking, redesign, and so on. 3. Have each parent apply one of the strategies with the items they have brought. For example, ask parents to redesign an item to be more aesthetically pleasing. 4. Allow parents to share their products.

Adapted From:

Educating the Preschool Primary Gifted and Talented, Ventura County Superintendent of Schools, Ventura, California, January, 1980.

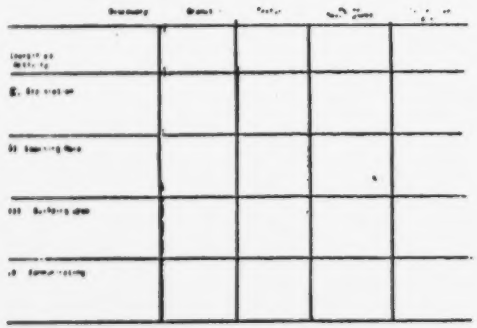
PARENT INSERVICE ACTIVITIES

Type	Purpose	Possible Area of Presentation	Suggested Model for Delivery
Exchange	To encourage sharing of ideas and experiences	Educational Experience: People and places to use in the community.	1. Parents were encouraged to contribute to the classroom activities, field trips, and special calendar events. Parent suggestions of possible curriculum resources were also welcomed. 2. Parents were asked to fill out the information form below.  3. Each parent shared his/her information. 4. The information forms were the beginning of a directory of curriculum resources.

Adapted From:

Educating the Preschool Primary Gifted and Talented, Ventura County Superintendent of Schools, Ventura, California, January, 1980.

PARENT INSERVICE ACTIVITIES

Type	Purpose	Possible Area of Presentation	Suggested Model for Delivery
	To present process skills information through a curriculum model	Exploration Build Upon Learning More Communicating	1. Pass out copies of the Early Childhood Curriculum Model to parents.  2. Using a transparency of the model, explain the four phases of the model (See Appendix C). 3. Show slides of children involved in each phase of the model and have classroom teachers provide an explanation. 4. Discuss additional issues, if desired. 5. Post curriculum model of activities for parents to see each day.

Board Meeting of Lucas County Board of Education

On October 15, 1985, students, parents, and the classroom teacher made a presentation to board members on Project Unicorn. Board members were invited into the classroom to see the children. Parents worked with the teacher to provide information and to work in learning centers as the board members observed the students involved in various activities. Each board member received a painting from a student and the superintendent was presented with a special Project Unicorn certificate.

Health Awareness

The Lucas County Board of Education contracted with the Toledo Hospital for a Health Awareness Class to be offered to Project Unicorn students and parents (see Appendix B).

Once a week, a certified physical education instructor worked with the students and parents on the child's posture, basic motor skills, flexibility, strength, and coordination. The Health Awareness philosophy states that by developing the child's positive fitness and health habits, parents and child cooperatively help the child grow into healthy adulthood. This class provided parents with creative and instructional activities to challenge their own interest and guide their children's development.

In the Health Awareness class, parents acted as role models and motivators to guide class participation. The one-to-one relationship provided individualized attention for the various range of ability levels. Also, through this class, parents became involved in the daily snack. On a rotating basis, the parent and child shopped and prepared the snack together.

Advisory Committee

Through the year parents have served on the advisory committee. They have used this committee as an opportunity to show support for gifted education and to express concern over future educational experiences for their children.

Because of the wide range of community representatives serving on the board, parents have learned about community programs that can provide additional learning experiences for the three, four and five year-old child. At the first advisory committee meeting, each person was encouraged to give a brief overview of their position and the program they directed. This was extremely beneficial in that three parents followed up on the early childhood program at the Museum of Art and had their child enrolled in a class.

Field Trip

Parents have had the opportunity to be involved in all field trips this year. Through the advisory committee representatives, trips were planned to the Toledo Zoo and the Metropolitan Parks. A special program was provided in both field trips with the teacher, students and parents interacting with one another.

Language Program

A foreign language, Spanish, was offered for the first half of the school year. The teacher came every Tuesday with colorful hands-on materials for the children. Parents were encouraged to attend these classes and learn Spanish along with their child. Every week the teacher had the children complete an activity that could be taken home to reinforce what was learned in class. Also, cassette tapes were made of the lessons and given to parents unable to attend, so again the Spanish could be reinforced at home.

Child Development Inservice

Parent inservice on the appropriate learning environment for the three, four and five year-old child became a primary concern because of the academic demands two parents placed on the classroom teacher. These parents seemed to lose sight of their child's needs after they were identified as gifted and felt they should have formal reading, math and handwriting. Creative play was viewed as a waste of their time and money.

Preschool should not be viewed as a stepping stone for first grade. Parents should understand that the early school years are not just to help prepare their child academically, but also to encourage their child to be creative and challenge their development through individualized learning activities.

Parent inservice is a daily, ongoing process. Parents need to participate in and understand the learning process of the three, four and five year-old child. Most parents have very good parenting skills, but since few are educators in early childhood development, it is up to us to educate parents in the learning needs of young children.

CHAPTER V

DISSEMINATION/INTERAGENCY COORDINATION

Advisory Committee

D. Program Objective: To establish a broad advisory committee to oversee the operation or activities of the project.

On November 19, 1985 the coordinator, the classroom teacher and the early childhood consultants met to determine who would be invited to serve on the advisory committee and what role the committee would play in the early identification grant (see Appendix D).

In order to increase our efforts to communicate information about the program, it was decided to invite curriculum directors from the four local school districts to which we provide services: Washington Local, Ottawa Hills, Springfield Local and Anthony Wayne Local. For each of these four local school districts, we invited two principals and three classroom teachers.

Not only was it important to communicate in the Lucas county area, it was also important to include the Toledo Public Schools, which also received an early identification grant for preschool children with special needs. An invitation was sent to the Supervisor of Early Childhood Programs, and a special education teacher.

In selecting committee members, a concerted effort was made to look beyond the immediate needs of the project and into the future in terms of what types of financial support might be available in early childhood education. Thus, a number of persons involved in program delivery in other institutions were invited. These included representatives from the Museum of Art, the Toledo Zoo, and the Wildwood Visitor Center.

A letter was mailed to 23 people inviting them to serve on the committee. The first advisory committee meeting was held on December 4, 1985 (see Appendix D). At the meeting, the coordinator and early childhood consultants presented an overview of the grant, discussed the role of the committee, and provided a timeline of events. We asked the committee to provide the following for the early Identification Grant Project:

a. Advice and feedback on implementation
b. A line of communication about the project
c. Overall support for the project

At the February 5 meeting, an update was given about what had taken place since December 4 (see Appendix D).

Dr. Sally Kilmer, Associate Professor of Home Economics, Bowling Green State University, talked on the characteristics of young children and Dr. Suzanne McFarland, Professor of Elementary and Early Childhood Education, University of Toledo, presented an overview of a literature search regarding the identification and testing of young children. The Early Childhood Curriculum Model was also presented to the committee (see Appendix B). The committee was told that this curriculum model had been developed by the project consultants and facilitated by the coordinator and classroom teacher.

E. Program Objective: To communicate information about the program with school personnel in the four local school districts serviced by the Lucas County Board of Education and to disseminate similar information on a local and statewide level.

School Personnel

The Lucas County Board of Education's Gifted Department has been involved in a number of inservices. These inservices informed teachers and parents throughout Ohio about gifted education, gifted curriculum, and Project Unicorn. Although not all of these inservices dealt directly with the Early Identification Project Unicorn, a brief overview of Project Unicorn was incorporated in each inservice. Early in the fall, administrators from non-public schools came to the Gifted Resource Center to hear about gifted programs in Lucas County. Part of the program overview was information about Project Unicorn and the early identification program.

On January 21, 1986, teacher and parents within the four local school districts were invited to participate in an informational inservice about the Early Identification Grant (see Appendix C). Licensed preschool teachers, early elementary teachers, and parents were sent fliers about the inservice. University consultants and the coordinator talked about the characteristics of the three, four and five year old child and the early identification grant.

There have been several occasions through the Lucas County Board of Education for administrators and the general public to view new programs. In fact, Project Unicorn has become part of the district's standard tour. Parents and administrators are encouraged to visit the classroom so the teacher can briefly describe the program.

Citywide/General Community

The first step in providing information to the Lucas County/Toledo area was determining how the early identification grant could be communicated to school administrators as well as to the public. It was through careful thought and feedback that the ABC Assessment Brochure was produced.

Along with the ABC Assessment Brochure, a Project Unicorn brochure was also developed. The Project Unicorn brochure was designed so that a mailing label could be put on the back, with the return address of the Lucas County Board of Education's Gifted Department and sent out as a single mail item through the postal system (see Appendix D).

During the months of January through March 1986, over 1,600 pieces of information about the Early Identification Grant and Project Unicorn were distributed within the Lucas County/Toledo area. The first informational mailing went to every superintendent and principal in the County (see Appendix D). Other mailings were sent to every school in the Toledo Catholic Dioceses, all pediatricians, community libraries, area churches, and coordinators of gifted programs in Northwest Ohio. Additional information has been mailed to the welcome wagon, hospitals, and realtors.

In 1985 and 1986, an advertisement was placed in the local newspaper notifying the general public about Project Unicorn and the availability of assessment for three, four and five year-old children. Along with inservices and presentations, there has been three shopping mall displays in which the Lucas County Board of Education has participated. The ABC Assessment and Project Unicorn brochures were available for the general public. The gifted department also had the opportunity to provide information about Project Unicorn through a window display located at a downtown bank.

In May, the Lucas County Board of Education recognized Project Unicorn students as the "Class of the Month" (see Appendix D). On that date, the county superintendent and administrators gathered in the classroom with the teacher, students, parents and Lucas the Learning Worm, the mascot for the Lucas County Office of Education, where the teacher and students received a certificate, badges, ribbons and pencils. A class picture and article appeared later in the local newspaper.

Statewide

Every year, the Lucas County Board of Education's Gifted Department writes a proposal for a presentation at the Ohio Association of Gifted Children (OAGC). This year, our proposal was on the Project Unicorn and the Early Identification Grant. The proposal was accepted and the presentation was made in March to OAGC as well as to coordinators of Gifted Programs in Ohio (COCG).

F. Program Objective: To work with appropriate community agencies in order to coordinate and disseminate information about the project as well as use their resources, as appropriate.

The Lucas County Board of Education for almost 75 years has provided a wide variety of special services to students within the four local school districts. Our services include sending special education supervisors into the county's four local school districts to support teachers working with children ranging in dysfunction from the developmentally delayed to the multi-handicapped. In addition, we provide a repertoire of specialists to our four local districts who individually support students in areas of speech, hearing, vision and physical therapy.

A few months after school began, two students were referred to the Lucas County Board of Education's Special Education Department for evaluation. One child had a speech difficulty and the other had a hearing problem. These referrals were handled first by communicating with parents, assessing the child, holding parent conferences on testing and conducting periodic future checkups. These students were then referred from Project Unicorn.

Throughout the school year, Project Unicorn has emphasized meeting the needs of the "whole" child. It is important to note that gifted children can have special needs. Meeting the individual needs of children has been, and will continue to be, the work of the Lucas County Board of Education.

Outreach/Dissemination

G. Program Objective: To develop products that promote, inform, and explain the project as well as provide written materials that can be replicated.

Through the Early Identification Grant, the Lucas County Board of Education's Gifted Department has designed brochures, implemented an Early Childhood Curriculum Model, and written an Implementation Manual. Another product that has been developed is a curriculum manual based on the Early Childhood Curriculum Model.

In conclusion, it is important to note that the goal of the gifted department was not only to identify precocious children and provide a stimulating, creative environment, but also to provide services or communicate information about community agencies that can provide services to families referred by the gifted department.

CHAPTER VI

EVALUATION

Direct Services for Children

A. Program Objective: To develop and implement an early identification process for gifted three, four, and five year olds.

It was stated in the original grant that the I.Q. tests, achievement test, and creativity tests would give us additional insight into curriculum planning and grouping. Thus far, the testing data has not provided enough accurate information to do this satisfactorily. Instead, teacher observation of individual learning styles and interest has proven to be a more reliable source of data for individual and group planning.

There are a number of reasons why formal standardized testing did not always yield the expected information. Young children do not easily conform to the rigorous procedures of standardized testing. They do not have the attention span necessary for sustained adult directed activities which are part of all standardized testing. They do not understand that there are "testing mores" to which they should adhere. Children's responses to test items tend to be at an emotional level because they personalize the questions according to their past experiences, and they are apt to persevere by continuing testing patterns beyond what might be needed.

As children in Project Unicorn were tested, some specific observations were made. Test scores for the three and four year-old children were consistently low. Several of these children were invited into the program on a trial basis. The classroom teacher was not informed about the test scores and was asked to observe each child in relation to task commitment, creativity, social interaction, and ability to problem solve. These children worked well in all areas of the classroom and observation indicated that they should be

encouraged to remain in the program. The pre-kindergarten, five year-old children performed well on the Stanford-Binet test, scoring high into the gifted range. This may be because they happen to be more intelligent or it may be that they tested better because they were older.

There is overall concern over I.Q. assessing of the young three and four year-old children in order to be eligible for a preschool program. The practice of this office will be to continue to individually evaluate each young child and try to assess his or her intellectual potential, but through methods that are less structured than testing. Two such ways are through the use of the Parent Questionnaire, which provides primary insight into the learning potential of the child, and teacher observation. As stated earlier, the Stanford-Binet does provide data about a child that can be communicated in terms other than an I.Q. score such as verbal skills, fine motor development, abstract reasoning, memory ability, and auditory skills.

THE OVERALL CONCLUSION OF THIS PROJECT RELATED TO INTELLIGENCE TESTING WAS THAT IT IS FAR MORE IMPORTANT TO KNOW MORE ABOUT INDIVIDUAL LEARNING CHARACTERISTICS RATHER THAN A NUMBER THAT REPRESENTS THE I.Q. OF A THREE OR FOUR YEAR-OLD CHILD.

Although I.Q. tests will be maintained as one additional piece of information, decisions for inclusion into Project Unicorn will not be based solely on I.Q. scores.

During the 1986-87 school year, additional information was gathered on the Kaufman ABC assessment and the three tests of creativity. Information received from these instruments has provided additional insights into the children and curriculum planning, but additional data is necessary before conclusions can be drawn.

In addition, the search will continue for ways to gather and interpret assessment information on preschool children in order to provide a more creative stimulating environment.

Direct Services for Children

B. Program Objective: To use the identification process to develop a curriculum that will include learning experiences in creative thinking, problem solving and logic appropriate to three, four and five year-olds with exceptional intellectual potential.

Although Project Unicorn was a half-time venture, curriculum planning became full time. Providing the necessary extended curriculum for children that demonstrated high intellectual ability has occurred only through day-to-day analysis and the development of the Early Childhood Curriculum Model (see Appendix B). Information integrating programming for gifted children in general with the special nature of the young child, helped develop a curriculum model that will foster, among other things, creative thinking, problem solving, and logic appropriate to three, four and five year-olds.

The Stanford-Binnet has provided additional information about areas of the child's development; however, specific testing data has not proved as effective as developing curriculum based on sound early childhood principles. It is very important to state that it was the classroom teacher and his or her level of mastery in working with the early childhood curriculum that provided the necessary strategies for implementation.

The following information provides two examples of (1) how one child has changed over the course of the school year and (2) successful participation in activities by all children, regardless of age. These examples are included to demonstrate the effectiveness of the curriculum model.

Case Studies

The first example is of a very shy four year-old boy who was precocious in the area of math. In September, when he entered Project Unicorn, he would not explore different areas of the classroom. He came to school knowing how

to use a computer and spent most of his time using the computer in the classroom. He had no socialization skills and interacted very little with other classmates. He was not a risk taker, preferring instead teacher-directed activities. He had a difficult time expressing thoughts and communicated very little.

After a year in Project Unicorn, he has made a complete turnaround. His favorite learning center in the classroom is the art table. He loves to create and discuss his creations with the teacher and the other children. He is seldom seen at the computer. Rather than wait for the teacher to suggest activities for him to try, he now makes his own decisions and follows through on those decisions. His mother delightedly told the classroom teacher that for the first time ever, he sought out a friend at their neighborhood park with whom to play. The classroom teacher now observes him working in all phases of the curriculum model, both horizontally and vertically.

The second example addresses successful participation in activities by all children, from the three year-olds to the five year-olds. The classroom teacher has a strong math and science background, as well as some early childhood training, and has used science activities as a springboard for other curriculum areas. In a recent sound unit, the teacher provided information and activities for all age ranges within the classroom. The teacher had several hands-on exploratory activities available for the class, such as the cup and wire demonstration of sound waves, the water table, a tuning fork, and glasses with different levels of water to produce a combination of sounds. The children also made wind chimes using different size nails.

The teacher, using cups and wire, demonstrated the concept of sound waves through touch. The five year-old children were able to understand the reason the wire vibrated between the cups, and were eager to participate in all of the activities demonstrated by the teacher. These children could clearly be seen entering and working through the four phases of the curriculum model to the level of communication of a product as they constructed and used their own play telephones.

The three and four year-old children basically remained in the exploratory stage, engaging in physical and sensual activities, such as hitting the tuning fork with the mallot, observing the ripples of water at the water table, talking into the cups strung with wire, and engaging in dramatic play. The older children were able to progress through the upper levels of the model.

In developing a curriculum for the child that demonstrates high intellectual ability, it is important to provide the necessary extensions in the area of creativity, problem solving and logic, but also to provide activities for which all children can be successful and feel good about themselves.

The majority of the school year has been spent in communicating to the parents appropriate learning styles for their children. Too often parents of bright children tend to lose their perspective of the whole child and focus only on intellectual capabilities. Parents need help in understanding the importance of the physical, emotional, social, and creative development of their child as well as the cognitive development. The Project Unicorn curriculum model was developed toward that end.

Parent/Family Participation

C. Program Objective: To develop a parent involvement program so that the home and school can reinforce each other in developing the skills necessary for children's future success in school and for entry into the larger cultural mainstream.

As stated earlier in this manual, parent involvement has been encouraged from the beginning of Project Unicorn. For the first half of the school year, parents were invited to meet twice a month for inservice and curriculum information. The second half of the year monthly meetings were held. Attendance at these meetings exceeded 90% of the eligible parents. In addition, parents have been classroom volunteers and have served on the advisory committee. Throughout the year, parents have been supportive and open about individual needs of their children. Parent conferences were most often attended by both parents and over 50% of the parents went on field trips.

The overall challenge this year has been to develop ways to communicate the goals of the program in such a way that parents can decide if the program matched their expectations for their child's learning. In striving to find better ways to communicate goals, the Project Unicorn Pupil Observation Form was developed (see Appendix A). This form was adapted from the Astor Program Pupil Evaluation Form in New York, the Pegasus Program Pupil Evaluation Form in Cleveland, and the Early Childhood Developmental Lab Program Pupil Observation Form at Bowling Green State University. The classroom teacher used the Project Unicorn Evaluation Form for parent conferences during the second half of the school year. This provided another communication vehicle for the child's learning performance in the classroom, as well as the opportunity to discuss charateristics of the whole child.

Along with the evaluation form, the classroom teacher developed a Project Unicorn Information Guide called the "ABC's of Project Unicorn." This guide provides answers to typical questions parents might have about the program. Information contained in the guide was communicated to parents at inservices and in letters through the school year. Bringing this information together in a single booklet allows parents and visitors to the program to receive consistent information about Project Unicorn (see Appendix D).

A Parent Evaluation Form was mailed to parents to evaluate the overall curriculum, to identify the strengths of the program, and to suggest ways that the program might be improved (see Appendix D).

Based on the results of the evaluation, parents felt the "hands-on" curriculum provided the opportunity for children to explore their world at their own pace and capabilities. Parents felt there were different enriching methods and materials for learning and overall were pleased with the pupil/teacher ratio. Additional strengths of the program that parents noted were the special services provided by the Lucas County Board of Education. Specifically, the audiologist, speech therapist, psychologist and the building nurse were identified.

Several parents felt there was a sense of "structure" in a non-structured atmosphere and wanted to see this continued. Suggestions for new activities included field trips, the computer, Spanish lessons, the Health Awareness Program, and units of study, such as the butterfly unit, sound unit, and the seeds/plants units.

Parents said the classroom facilities were good. Two parents wanted to see more children in the program such as 10 to 12. One parent expressed concern over the change in teachers that disrupted curriculum and parent inservice. Overall, parents were pleased with the first year of Project Unicorn and the school year ended enthusiastically.

Advisory Committee

D. Program Objective: To establish a broad-based advisory committee to oversee the operation and activities of the project.

The advisory committee did not necessarily provide information on how to resolve issues, but rather brought issues out in the open for discussion and reflection. The advisory committee had a valuable impact on the project by providing feedback on the early identification of goals and objectives for the project and by acting as an additional source of communication in early childhood education. Through the advisory committee representatives of early childhood community programs, school administrators and parents voiced opinions and reflected on giftedness, parent expectations, and on how gifted preschool programs would impact individual school districts, and how to meet the needs of children with high intellectual ability.

All members were invited to serve on the committee for the 1986-87 school year. Community program representatives were asked to visit the classroom on an informal basis and share their expertise with the teacher and students in Project Unicorn.

However, the concept of the Advisory Committee is a sound one and will be continued. Working with the advisory committee was a time consuming endeavor. Letters were written and phone calls were made to ensure that as many members as possible could attend monthly meetings. Also, at times, there was a lack of continuity in sharing information about the project because some committee members could not attend every monthly meeting. To avoid this problem, future plans call for taking minutes of meetings and sending them to members or parents who could not attend.

Outreach/Dissemination

E. Program Objective: To communicate information about the program with school personnel in the four local school districts served by the Lucas County Board of Education and to disseminate similar information on a city and statewide level.

As stated earlier, communication about the Early Identification Grant was a top priority of the Gifted Department. Assessment and Project Unicorn brochures were mailed throughout the Lucas County/Toledo area (see Appendix D).

Two positive comments that have filtered back to this office are (1) questions asking when administrators plan to include a Project Unicorn (in their school districts) and (2) that a neighboring school system is looking into starting a preschool program based on the Lucas Board Office of Education preschool model.

On January 21, 1986, a district-wide teacher inservice was held at Westwood School for preschool and early elementary teachers (see Appendix C). Three topics were discussed:

a. Characteristics of Preschoolers
b. Giftedness
c. The Early Identification Grant

Teacher attendance for this inservice was low. At the next advisory committee meeting, we discussed ways to more effectively communicate with teachers in order to improve future teacher inservices. Suggestions included visiting each local school district or mailing individual invitations to teachers. Also, one administrator suggested offering a class for university credit that would be housed in one of the school districts.

Outreach/Dissemination

F. Program Objective: To work with appropriate community agencies in order to coordinate and disseminate information about the project, as well as use their resources, as appropriate.

As stated previously, coordination and dissemination of information has been possible through the advisory committee and communication across the four local school districts.

The Lucas County Board Office of Education's Special Education Department has been kept informed about the Early Identification Grant since October. This office has also supported the Special Education Department in compiling a directory of special services available for preschool children. The directory will be available for Project Unicorn parents, as well as parents requesting information from this office.

This school year we only just began to use the resources that are available in the Lucas County area, not only for the special learning needs of a child, but also for the purpose of expanding classroom curriculum.

Outreach/Dissemination

G. Program Objective: To develop products that promote, inform, and explain the project as well as provide written materials that can be replicated.

Before the brochure was disseminated, Project Unicorn parents were asked to read and comment on the brochure. Parents said the brochure was well written and they understood its message.

A great amount of time and effort went into designing the brochures that would represent the Early Identification Grant. The time was well spent because parents did read the ABC Assessment brochure and were expecting to receive information on testing procedures, strengths and weaknesses of learning patterns, and program opportunities that were available to them during the assessment conference.

Throughout the school year, there have been over 25 conferences with parents. Areas discussed with parents by the psychologist and the coordinator were verbal skills, fine motor development, abstract reasoning, memory ability, and auditory skills. In addition, enrichment in the home and community was discussed.

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APPENDIX A

Date of Testing: _____

PROJECT UNICORN

PARENT QUESTIONNAIRE

All information on this form will be confidential. If you have a baby book for this child, please refer to it.

Desired entrance date: _____, 19___

Child's Name_____ Sex: M__F__ Birthdate:_____
Month Day Year

Home Address_____ Telephone (___)_____

_____ (___)
(city) (state) (zip)

Father's name_____ Country of birth_____

Mother's name_____ Country of birth_____

Father's business telephone: _____ Mother's business telephone:_____

Preschools attended: City, State Dates

_____

_____

_____

Describe earliest indications of superior ability:_____

_____

_____

List ages for the following (in months, or years and months):

1. First meaningful word_____
2. Use of complete sentences_____
3. First step, unassisted_____
4. First walked easily_____
5. Sat without support_____
6. First tooth_____
7. Daytime bladder control established____
8. Nightime bladder control established___
9. Bowel control established_____
10. Tied shoes unassisted_____
11. Rode tricycle_____
12. First learned to read_____
13. Is the child coordinated? Yes___ No___ Not sure___
14. Has the child had trouble with sleeping or rest? Yes___ No___
15. Does the child have any serious health problems at present? Yes___ No___
16. Has the child had any of the following? (Please check)

	Yes	No		Yes	No
Allergy	____	____	Rheumatic fever	____	____
Diabetes	____	____	Tuberculosis contact	____	____
Epilepsy	____	____	Other serious illness	____	____
Heart Disease	____	____	Major operations	____	____
Speech problems	____	____	Major injuries	____	____
Dietary problems	____	____			

Comments regarding any item checked yes: _____

_____

_____

17. Private lessons taken by the child (music, swimming, etc.):

Type of Lesson(s)	Age	How Long?	Frequency
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

18. Special trips the child has taken:

Place	Age
_____	_____
_____	_____

19. Family activities:_____

_____

20. Child's favorite playtime activities:_____

_____

21. Choice of playmates (ages, sex, numbers, etc.):_____

_____

22. Child's ability to get along with playmates:_____

_____

23. Preferences when he/she is alone:_____

_____

24. Child's reading interests (being read to or reading alone; favorite books, types, titles):_____

_____

_____

25. Amount of child's reading per week (estimate):
By family member:_____ Child alone:_____

26. Child's hobbies or collections:_____

_____

27. Child's special talents or skills:_____

_____

28. Child's special problems or needs at home:_____

_____

29. Child's ability to get along with others in the home (siblings, neighborhood friends, etc.):_____

_____

30. Child's home responsibilities:_____

_____

31. Types of TV shows child watches: _____

_____

32. Can your child print: Without copying: Yes ____ No, not yet____
With copying? Yes ____ No, not yet____
If yes, what? (name, alphabet, numbers, words):_____

33. Child's memory ability?_____

34. Does your child tend to direct activities in which he/she is involved?
Yes____ No____

35. Description of child's imaginary games, if any:_____

36. Examples of your child's sense of humor:_____

37. Child's creative abilities (art, music, dance, etc.): _____

38. Can your child solve simple arithmetic problems? Yes____ No____
If yes, what kind?_____

39. Child's school needs as you see them:_____

40. Other comments to assist us in planning a program for your child: _____

_____

_____

Date: _____ Signature of Informant: _____

OPTIONAL

Brothers and Sisters: _____ _____

_____ _____

_____ _____

Level of Education: FATHER MOTHER

_____ _____

_____ _____

_____ _____

Parent Occupation: _____ _____

Age of Parents at child's birth: _____ _____

Thank You!

SURVEY OF CREATIVE AND IMAGINATIVE BEHAVIOR

Dr. Suzanne L. McFarland

Directions: Put an X on the line that best describes the child's behavior on each characteristic. Use your knowledge of and past experience with the child as your guide.

	Seldom or never	Occasionally	Considerably	Almost always
Creative Imaginative Behavior:				
1. Has original and often differing ideas about the use of materials and toys.	____	____	____	____
2. Uses much detail in his/her drawings, paintings, and/or verbal stories.	____	____	____	____
3. Indicates pre-planning before beginning an open ended activity (ex. art work, blocks, etc.)	____	____	____	____
4. Has a good sense of color and design.	____	____	____	____
5. Is persistent and involved when doing a creative activity.	____	____	____	____
6. Is beginning to creatively solve problems. (If no shovel is available for digging, finds an acceptable alternative.)	____	____	____	____
7. Uses materials such as pegboards, lego, and parquetry blocks to make interesting patterns and designs.	____	____	____	____
8. Can pretend and take on the roles of others.	____	____	____	____
9. Uses facial expressions or voice changes to make the role more authentic.	____	____	____	____

	Seldom or never	Occasion-ally	Consider-ably	Almost always
10. Creatively uses objects to represent other things (a block for a walkie-talkie, play dough for meat balls, etc.).	____	____	____	____
11. Is curious and asks lots of why questions.	____	____	____	____
12. Is not afraid to be different, take risks, or be adventurous.	____	____	____	____
13. Has a good sense of humor.	____	____	____	____
14. Can pick out and appreciate beautiful things.	____	____	____	____
15. Is generally joyful and happy.	____	____	____	____
16. Is spontaneous and free when interacting with people and materials.	____	____	____	____
17. Is skilled at dramatic play	____	____	____	____
Add Column Total	____	____	____	____
Multiply by Weight	1	2	3	4
Add Weighted Column Totals	____	____	____	____
Total	____	____	____	____

Overall, I feel this child is creative:

_____ Very little

_____ Somewhat

_____ To a high degree

EARLY CHILDHOOD IDENTIFICATION SCALES

Dr. Suzanne L. McFarland

Directions: Put an X on the line that best describes the child's behavior on each characteristic. Use your knowledge of and past experience with the child as your guide.

	1. Seldom or never	2. Occasionally	3. Considerably	4. Almost always
Cognitive/Intellectual:				
1. Has a wide range of general information for his/her age.	____	____	____	____
2. Is usually interested in learning new things or exploring new situations.	____	____	____	____
3. Has a long attention span.	____	____	____	____
4. Works at a task or project until it is completed.	____	____	____	____
5. Relates old information to a new situation (upon seeing a picture of a bear the child gives details about the bear that he/she saw at the zoo).	____	____	____	____
6. Displays a great deal of common sense.	____	____	____	____
7. Is energetic, busy, and involved most of the time.	____	____	____	____
8. Tests out his/her duties (after questioning if the wooden boat will float, puts it into the bathtub to find out).	____	____	____	____

	Seldom or never	Occasionally	Considerably	Almost always
9. Offers solution to questions and problems.	____	____	____	____
10. Displays a "passion" for books as either a reader or before he/she can read.	____	____	____	____
11. Is curious and seeks out information about his/her environment.	____	____	____	____
12. Has an excellent memory.	____	____	____	____
13. Has a good sense of direction and location.	____	____	____	____
14. Can reproduce complex design and parquetry block patterns.	____	____	____	____
15. Has advanced skill in doing puzzles.	____	____	____	____
16. Can identify most objects from their shadows, outlines, or profiles.	____	____	____	____
17. Can estimate how many objects will fit into a container or space.	____	____	____	____
Add Column Total	____	____	____	____
Multiply by Weight	1	2	3	4
Add weighted Column Totals	____	____	____	____
Total	____	____	____	____

Overall, I feel this child is creative:

____ 1. Very little
____ 2. Somewhat
____ 3. To a high degree

EARLY CHILDHOOD IDENTIFICATION SCALES

Dr. Suzanne L. McFarland

Directions: Put an X on the line that best describes the child's behavior on each characteristic. Use your knowledge of and past experience with the child as your guide.

	1. Seldom or never	2. Occasionally	3. Considerably	4. Almost always
Language:				
1. Correctly uses vocabulary words far above most of his/her peers.	____	____	____	____
2. Uses adverbs and adjectives to describe objects, events and actions (suddenly, quickly, huge, delicious).	____	____	____	____
3. Uses language which indicates the beginnings of understanding cause and effect relationship (if such and such happens, then this will happen).	____	____	____	____
4. Uses language which indicates he/she is beginning to understand reasons for things (I have to wear a coat because it is cold outside.).	____	____	____	____
5. Uses sentences which contain more than one thought (The dog is eating and I can't bother him).	____	____	____	____
6. Uses complex sentence structure (I told you to bring the girl a napkin).	____	____	____	____

	1. Seldom or never	2. Occasion-ally	3. Consider-ably	4. Almost always
7. Quickly incorporates new vocabulary words from adults, T.V., and/or books into his/her language.	____	____	____	____
8. Deliberately and independently alters his/her own language to make it grammatically correct.	____	____	____	____
9. Plays with language by substituting inappropriate initial sounds to words, or making up rhymes. (Laddy, Raddy, Saddy for Daddy or boy plays with toy).	____	____	____	____
10. Asks questions for the purpose of gaining new information (What does the lion say?).	____	____	____	____
11. Uses his/her language to indicate a conversation between two puppets, dolls, stuffed animals, etc.	____	____	____	____
12. Enjoys and understands simple puns and riddles.	____	____	____	____
Add Column Total				
Multiply by Weight	1	2	3	4
Add Weighted Column Totals	____	____	____	____
Total	____	____	____	____

Overall, I feel this child is creative:

____ 1. Very little

____ 2. Somewhat

____ 3. To a high degree

PROJECT UNICORN
PUPIL OBSERVATION FORM

I. The Physical Self

A. Overall Health
causes for absences

B. Large Motor
including
running
hopping
jumping
other

C. Small Motor
including
writing
drawing
painting
cutting
manipulatives
other

D. Self Care
dressing
washing
eating
toileting

PROJECT UNICORN
PUPIL OBSERVATION FORM

II. The Social Self

A. Relationships with Other Children
special friends
other classmates
siblings

B. Reaction to Sharing and
Property Rights

C. Relationships with Adults
parents
regular teachers

PROJECT UNICORN
PUPIL OBSERVATION FORM

III. The Emotional Self

A. Enjoyment of school (like school)

B. Reactions to frustrations, anxiety, adjustment to class

C. Self-Esteem

D. Ways of Expressing Emotions

E. Sensitivity to problems (Perceives and is aware of problems that others may not see; is ready to question or change existing situations and suggest improvements)

PROJECT UNICORN

PUPIL OBSERVATION FORM

IV. The Cognitive Self

A. Language and Auditory Development
speech
listening
communication skills

B. Open-ended Problem-solving
Understands Relationships
(concepts)

C. General Concept Development
such as letters, numbers, colors,
name, age, address, matching,
seriation, cause and effect,
following directions, others

D. Concentration (Follows
through with activities,
is not easily distracted)

E. Persistence (Has the ability
and desire to follow through
on work; able to see a
problem through)

F. Responsive (Is easily motivated; responsive to adult suggestions and questions)

G. Intellectual curiosity (Pursues interests primarily to understand or satisfy curiosity; questions the common, ordinary, or the unusual; wants know how or why; generates questions of his/her own, in connection with personal interests or groups concerns)

H. Challenge (enjoys the challenge of difficult problems, assignments, and materials)

I. Perceptiveness (is alert, perceptive, and observant beyond her/his years)

J. Reasoning (is logical, often generalizes or applies understanding in new situations, expands concepts into broader relationships, or see parts in relation to the whole)

K. Independence in thought (inclined to follow his/her organization and ideas rather than the structuring of others)

L. Independence in action (able to plan and organize activities, direct action, and evaluate results

M. Independence in work habits (requires a minimum of adult direction and attention; possesses skills to facilitate independent work)

Topic I. Number Names Around Us: Readiness for Numbers Dates

1. Number awareness

2. Number Names from Personal Data

3. Number Names in Stories and Rhymes

Topic II. One-to-One Correspondence Between Sets of Objects

Dates

1. A set of objects for a set of children

---

2. Matching a set of 2 or 3 or more objects with a set of Related Objects

---

Topic III. Perceiving the Number in a set and its subsets without counting

---

1. Concept of Pair

---

2. Working and Playing with sets of zero, one, two, three (or more) objects

---

3. Using and Observing sets of two and three objects, subsets within sets

---

4. Working and Playing with sets of from zero through four (or more) objects

---

5. Using and Observing sets of two, three, or four objects, subsets

---

Topic IV. Perceiving the number in a set and its subsets: Counting, Combining, and Separating — Dates

1. Counting 2, 4 and 6 (or 8) objects patterning; observing last set

---

2. Counting 3 and 5 (or 7) objects, patterning; observing last set

---

3. Perceiving. Doubles within an even number of objects, through a total of 6, or more

---

4. Subsets, additions, and subtractions within 2, 3, and 4 objects

---

5. Thinking our result and adding one and taking away one within 6 objects

---

Topic V. Number Line Concepts: Early Levels of Development

1. Perceiving at once or thinking out the number in a line of objects - through 6 or more

---

Dates

2. Concepts of length and weight; using rectangular building blocks of 4 lengths

3. Measuring the length of an object by matching with unit-objects placed end-to-end

PROJECT UNICORN
PUPIL OBSERVATION FORM

V. The Creative Self

A. Responses to materials and activities (music, art, dramatic play, science) Ability to generage unique uses and ideas

B. Fluency of ideas (produces a large number of ideas and products, often very quickly)

C. Flexibility (is able to approach ideas and problems from a number of perspectives; adaptable; able to find alternative ways of solving problems)

D. Originality (often uses original methods of solving problems, is able to combine ideas and materials in a number of ways, or creates products of unusual character or quality

E. Imagination (can freely respond to stimuli with the production of mental images; may "play" with ideas or produce remote, fanciful associations or insights)

F. Elaboration (concerned with detail and complexity; often involved with a variety of implications and consequences)

G. Aesthetic appreciation (enjoys and is responsive to beauty in the arts or nature

---

PROJECT UNICORN

PARENT EVALUATION FORM

1. What have you felt are the strengths of the program?

2. What suggestions do you have for improving the program for next year?

3. How did the program provide a chance for your child to explore new areas of knowledge and interests?

4. How would you rate the facilities provided for Project Unicorn?

5. How would you rate the adequacy of materials in Project Unicorn?

APPENDIX B

EARLY CHILDHOOD CURRICULUM MODEL

	Discovery	Dramatic	Texture	Motor Development	Expressive Art	Block Area	Communication
Identified Activity							
I. Exploration							
II. Learning More							
III. Building Upon							
IV. Communicating							

THE TOLEDO HOSPITAL

HEALTH EDUCATION RESOURCES DEPARTMENT

Program Review and Approval Form

TO:

Please review the attached program proposal.
Either approve or comment and return to me by _____.

Thank you.

Steve Furrow
Manager, Health
Education Resources

_____ I concur without modification.

_____ I concur with comments as noted on the proposal.

_____ I do not concur.

Signed_____

Date _____

Philosophy

A preschooler/parent exercise program has the potential for promoting a child's posture, basic motor skills, flexibility, strength, and coordination. By developing the child's positive fitness and health habits, the parent and child cooperatively help the child grow into a healthy adult. This class will provide parents with creative and instructional activities to challenge their own interest and guide their children's development.

Justification

Research continues to reinforce the findings of the first President's Council on Youth Fitness. American youth consistently score lower than their European counterparts in physical fitness testing. Now, even in the midst of a physical fitness revolution, large proportions of American youth are not developing exercise habits. In fact, they are overindulging themselves in a poor health lifestyle and spending very little time involved in play, recreation, and exercise.

Parents may be involved in their own health promotion but may not understand or become involved in the physiological needs of their children. If they do try to transfer what they know or do, they may find their own nutrition, dieting, and physical activities harmful to the development of a growing child.

Over one-half of the adult population suffers from posture and movement problems such as low back pain, knock-knees, bowlegs, flat feet and sway back. These problems are often traced back to family inheritance or developed in infancy and early childhood.

With proper education and activities involving both parent and child, there is potential for counteracting these patterns and developing sound beneficial health habits in the child. Stability, agility, flexibility, and strength, developed through exercises, games and creative movements, may contribute to improved posture, self image and psychomotor skills. The development of gross motor skills may establish a foundation for the more specialized competitive athletic skills of later years.

Endurance and conditioning activities may benefit the respiratory and cardiovascular systems. Creative expression activities develop the child's self image. These habits developed early in life have the potential to positively nurture the child into adulthood.

There are also possibilities to interweave the relationship of exercise to other health habits such as sleep, eating patterns, and nutrition. Group activities will be structured to introduce these topics to the children and to provide guidelines to the parents to promote reinforcement at home.

Description

It is proposed that a Preschooler/Parent Exercise Class be offered through the Toledo Hospital Health Aware program. The course will be designed to meet the special exercise and health needs of 3 to 6 year-old children if accompanied by a parent. Entry requirements for children will be as follows:

1. Consent form signed by parent
2. Written physician clearance
3. Accompaniment to each session by parent or designated adult
4. Not younger than 3 years nor older than 6 years of age

The program will meet for 45-60 minutes, one time per week, for 6-8 weeks. Participants can elect to continue participation in the course for multiple sessions. Selection of activities and exercises will be based on the special physical and developmental characteristics of the children. Instructors with specialized training and previous education and/or experience will ensure quality and safe program development and implementation.

Parents will act as examples and motivators to guide class participation. This one-to-one relationship will provide individualized attention to the varied range of ability levels. There will be periods of games and activities for just the children to promote their gregarious play. Enjoyment and fun will be stressed; competition and tangible rewards will be de-emphasized.

The program will include 5 to 10 minutes of warm-up exercises which concentrate on stretching muscles to prevent injuries and help improve muscle flexibility and posture. The main component of the class will be designed to develop basic motor skills such as kicking, throwing, balancing, catching and

running. Basic movement activities will develop locomotor skills of walking, hopping, leaping, jumping, running, galloping, and skipping. Class progression will include combinations of skills. Daily activities may include such things as deep breathing practice and games or posters about snack choices.

The cool down portion will bring the participants back to appropriate resting physical levels. It will also provide time for closure to the day's learning and motivation for home reinforcement.

Goals

1. Participants enrolled in The Toledo Hospital Preschooler/Parent Exercise Program will be trained and motivated to include positive health habits into daily life.
2. Participants will be provided information on why diet, nutrition, and exercise habits are essential to developing a long term healthy life-style.
3. Participants will be taught basic motor skills and exercise safeguards for future activities.

Objectives

Upon completion of the Preschooler/Parent Exercise Program:

1. The child will be able to perform specific motor skills as noted by progress records.
2. Parents will be able to discuss the value of proper fitness and nutritional health habits to their young child.
3. The parent and child will demonstrate the relationship between physical and daily living activities and health habits.
4. Participants will demonstrate exercises and skills during the program which can be continued in the home.

Equipment

1. Exercise mats
2. Tape recorder
3. Balls
4. Bean bags
5. Balance beam
6. Ropes
7. Blocks
8. Boxes
9. Tires

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7. Riggs, Maida, L., Jump to Joy: Helping Children Grow Through Active Play. Prentice-Hall, Inc., 1980.

8. Wickstrom, Ralph, Fundamental Motor Patterns. (2nd Ed.) Lea and Febiger, 1977.

THE LUCAS COUNTY BOARD OF EDUCATION

WOULD LIKE TO HEAR FROM .....

APPENDIX C

PARENTS OF GIFTED PRESCHOOLERS

If your child exhibits one or more of the following characteristics, please join us at the Gifted Resource Center, 3939 Wrenwood Road, Toledo, Ohio 43623 on Tuesday, April 30th, at 7:00 p.m.:

1. Early use of advanced vocabulary
2. Keen observation and curiosity
3. Retention of a variety of information
4. Periods of intense concentration
5. Ability to understand complex concepts, perceive relationships and think abstractly
6. A broad and changing spectrum of interests
7. Strong critical thinking skills and self-criticism
8. Early demonstration of talents in music, art, athletics and/or the performing arts

A Lucas County Board of Education psychologist will be our guest speaker.

You will have the opportunity to meet other parents, express concerns, and share the joy.

Please send the tear-off to the Gifted Resource Center or call me at *(419) 471-0384. Your R.S.V.P. is needed before April 19th.

Patsy Bashore, Supervisor
Gifted & Talented Programs
Lucas County Schools

*PLEASE NOTE: The Gifted Resource Center will be closed April 5th through April 15th for Easter vacation.

REGISTRATION FORM

Yes, I will attend the workshop for parents of gifted preschoolers on Tuesday, April 30, 1985 at 7:00 p.m.

_____

(NAME)

_____

(ADDRESS)

_____

(TELEPHONE NUMBER)

BELIEFS AND UNDERSTANDINGS OF GIFTED CHILDREN

Below are questions that allow you to look at your beliefs and understandings regarding gifted children. Before each statement place the number that you feel most closely represents your present position. Be as open as you can. You may discover some new insights about yourself.

1 - I strongly agree
2 - I agree
3 - I have no opinion
4 - I disagree
5 - I strongly disagree

_____ 1. The term gifted can mean different things to different people and causes much confusion and miscommunication.

_____ 2. Intelligence can be developed and must be nurtured if giftedness is to occur.

_____ 3. We seldom find very highly gifted children or children we could call geniuses and, therefore, we know comparatively little about them.

_____ 4. Thinking of or speaking of gifted children as superior people is inaccurate and misleading.

_____ 5. Gifted children, while interested in many things, usually are not gifted in everything.

_____ 6. Difficulty conforming to group tasks is often the result of the unusually varied interests and curiosity of a gifted child.

_____ 7. Because gifted children have the ability to think in diverse ways, teachers often see them as challenging their authority, disrespectful, and disruptive.

_____ 8. Gifted children have been found to use their high level of verbal skill to avoid difficult thinking tasks.

_____ 9. The demand for products or meeting of deadlines can inhibit the development of a gifted child's ability to integrate new ideas.

_____10. Work that is too easy or boring frustrates a gifted child just as work that is too difficult frustrates an average learner.

_____11. Most gifted children in our present school system are underachievers.

_____12. Commonly used sequences of learning are often inappropriate and damaging to gifted learners.

_____13. Gifted children, often very critical of themselves, tend to hold lower than average self-concepts.

_____14. Gifted children often expect others to live up to standards they have set for themselves, resulting in problems in interpersonal relations.

_____15. The ability of gifted learners to generalize, synthesize, solve problems, and engage in abstract thinking most commonly differentiates gifted from average learners. Therefore, programs for gifted children should stress utilization of these abilities.

_____16. The persistent goal-directed behavior of gifted children can result in others perceiving them as stubborn, willful, and uncooperative.

_____17. If not challenged, gifted children can waste their ability and become mediocre, average learners.

_____18. Gifted children often express their idealism and sense of justice at a very early age.

_____19. Not all gifted children show creativity, leadership, or physical expertise, although many do.

_____20. People who work with, study, and try to understand gifted children have more successfully educated the gifted than those who have limited contact and have not educated themselves as to the unique needs of these children.

_____21. I would be pleased to be considered gifted, and I enjoy people who are.

A CHECKLIST OF TRAITS IN WHICH THE GIFTED EXCEL

(When compared with their age peers)

Vocabulary	Has a large vocabulary, knows and uses words and terminology that are advanced for his or her years, is interested in words, and uses them correctly.
Reading	Enjoys reading; is an avid reader, reads widely; learned to read early; is a self-taught reader; reads more and better books than age peers; reads above grade level by at least two years; selects difficult books for reading; enjoys informative books such as encyclopedias, dictionaries, atlases, and biographies.
Writing	Writes the alphabet, writes own name, writes words; writes sentences; writes letters, stories, poetry, rhymes.
Memory	Has an unusual memory; remembers details; remembers most details of stories; can retell stories almost verbatim; remembers what he or she has heard or read without appearing to need much rote or drill; remembers places, experiences, people, directions; can sing complete songs from memory, remembering both the melody and the words.
Learning	Learns quickly and efficiently; learns easily, often without much effort; learns with a minimum of explanation or elaboration.

Thinking	Thinks clearly and logically; reasons; generalizes, deduces, infers, recognizes implied relationships; comprehends meanings; is able to explain reasons for his or her actions; applies learning from one situation to others.
Flexibility of Thought	Seeks alternative solutions to problems, adapts to new surroundings and experiences, enjoys new situations; can deal with ambiguity.
Abstract Reasoning	Is capable of abstract thought; needs few of no concrete examples to understand difficult concepts; likes to think things out; arrives at mathematical relationships mentally, without visual or concrete stimuli.
Symbolic Thought	Is capable of symbolic thought; works readily with symbols such as words and numbers; enjoys codes, is outstanding in mathematics.
Generalization - Insight	Recognizes relationships and draws sound generalizations; sees relationships among apparently unrelated ideas; has insight into cause and effect; transfers learning to new situations; looks for similarities and differences in events; perceives trends in the past and projects them into the future.

Complexity	Is interested in complexity; prefers complex ideas; changes rules of games to increase their complexity; can consider many factors and facets of situations simultaneously; enjoys and understands concepts of large scope, such as geologic time, relativity, origins of man; tries to understand complicated material by separating it into its respective parts; is interested in problems that are beyond his or her age experience level, such as design, politics, sex, and national issues.
Planning and Organization	Plans and organizes work; shows forethought in solving problems; thinks before acting; applies scientific research methods to work; thinks about a mechanical problem before trying to solve it physically, selects or creates efficient procedures for work or activities.
Creativity and Imagination	Is creative, imaginative; creates new games, stories, toys or revises them; tells imaginative stories; generates a large number of solutions to problems and questions; sees unusual relationships and associations; interprets events and experiences in unusual ways; fantasizes; wonders about concepts unusual for his or her age; may have an imaginary playmate during early years; enjoys fantasies, fairy tales; science fiction; envisions new structures and processes and can express them in speaking, writing, art, music, or other art forms.

Originality	Produces work that has freshness, vitality, uniqueness; solves problems by ingenious methods, does the unexpected, expresses ideas that are often very original in one or more areas; is resourceful.
Curiosity	Is curious and investigative; asks many provocative questions; explore things and situations closely; wants to know how and why things work, will take them apart to find out, is inquisitive; is skeptical about explanations; is curious about meanings; continually asks "why?"; has a sense of wonder about the world, continually questions the status quo.
Sense of Wonder	Expresses awe and is deeply impressed by natural pheonomena; has intense feelings about the world, is eager to share discoveries with others.
Range of Information	Has a wide range of interests; has a strong interest in a specific area; makes collections, has unusual hobbies; pursues interests or hobbies with unusual intensity and attention; seems to have a large storehouse of information on a variety of topics; has interests or hobbies that are beyond his or her years.
Aesthetic Interests and/or Talents	Responds to beauty, has aesthetic interests and/or talents in areas such as art, music, rhythm, dancing, writing, and poetry; remembers musical compositions and melodies of songs; responds to variations in colors, hues, and shades; shows grace and precision in response to dance patterns; enjoys hearing, reading, or writing poetry; is responsive to pattern and arrangement; plays a musical instrument with exceptional skill.

Attention to Detail	Is impatient with detail and repetition; is easily bored with routine tasks, requires fewer detailed or repeated instructions, often anticipates instructions with a minimum of information; can be accurate and neat; and will attend to details of a topic of intense interest; such as a hobby or special study.
Outstanding Performance	Performs with outstanding ability in some areas; has received an award in a specific area such as music, art, science, or achievement; has received a scholarship or other academic award; receives consistently high grades in school performances.
Scholastic Achievement	Attains consistently high grades in school-work on in one particular subject area; enjoys excelling in school work; shows exceptional talent in mathematics.
Leadership	Is a leader, has influence over others, assumes leadership in situations; shows initiative in starting worthwhile activities; usually directs activities; is an organizer; may seem willful; likes to plan and organize; tends to dominate situations.
Attention and Concentration	Has a long attention span; is capable of intense concentration; is not easily distracted; has a tendency to lose awareness of time; becomes deeply involved in tasks.

Persistence	Persists in spite of difficulties; will stay with a task until it is completed; will concentrate on goals that are remote and possibly unattainable in the eyes of others; needs little external motivation to persist in tasks that excite or interest him or her; is tenacious; shows determination in achieving goals.
Self-Criticism	Is self-critical; strives for perfection; is not easily satisfied with own work product; evaluates own abilities, usually correctly; modifies behavior in terms of own self-evaluation; is modest; not inclined to boast or to overstate own knowledge; is aware of own exceptionality.
Responsiveness	Is alert, is keenly observant; responds to the environment; is aware.
Strength of Character	Is self-disciplined, needs little outside control; is usually well behaved and responsive to moral standards; has more wholesome character preferences and social attitudes than those of peers; is deeply concerned with moral and ethical values; good and bad; is trustworthy; is honest and forthright; is trusting of others; has a forceful, strong character; is pure-minded, tends to shun vulgarity and immorality.
Candidness	Is uninhibited in expressing opinions; is frank and hones; appraises adults frankly; will not lie to avoid punishment.

Dependability	Is reliable, dependable, responsible; can be counted on to carry out assigned tasks; can be counted on to follow instructions.
Social Responsibility	Has a strong sense of social justice; is concerned about the welfare of others; is actively concerned about the rights of others.
Cooperation	Is cooperative; works well with others; avoids bickering and fighting; is congenial and easy to get along with.
Common sense	Has common sense, good judgment.
Sensitivity	Feels criticism deeply, cares about others, is kind on principle; is sensitive to feelings and needs of others; has both sympathy and empathy for others.
Popularity	Is well liked by other children, is sociable and enjoys the company of others; is chosen for leadership roles; is considered a friend by others; is usually of cheerful disposition.
Sense of Humor	Has a keen sense of humor; sees humor in situations not readily apparent to others; enjoys humor in intellectual situations; may enjoy being teasing, but does not like to be teased; dislikes sarcasm or cruel jokes.
Spatial Relationships	Likes to do jigsaw puzzles with many pieces; is good at fixing mechanical things; likes games with patterns and designs; is quick to sort block of different shapes.

Emotional Stability	Is usually secure emotionally, does not become upset easily; is slow to show anger, has a high frustration tolerance; is patient with people, especially younger and less bright children.
Self-Sufficiency and Self-Confidence	Is independent, individualistic, self-sufficient, self-confident, needs little direction from teachers or others; is not easily swayed from convictions without reasonable proof; does not accept authoritian pronouncement without critical examination; does not fear being different; often prefers to work on his or her own; has confidence in own powers and abilities; has definite ideas and preferences.
Health	Has fewer health problems than peers; healthy history is basically favorable; enjoys generally good health.
Energy	Is energetic and active; occasionally may be mislabeled "hyperactive", especially during early years; is well-coordinated physically; enjoys athletic games and excels in athletic activities.
Early Development	Sat up, walked, talked early; did everything earlier than expected, seemed to be more advanced than other babies of same age.
Comparison with Siblings and Others	Sisters or brothers are also very bright, is different from other children in family; is very bright; is brighter than other children of same age.

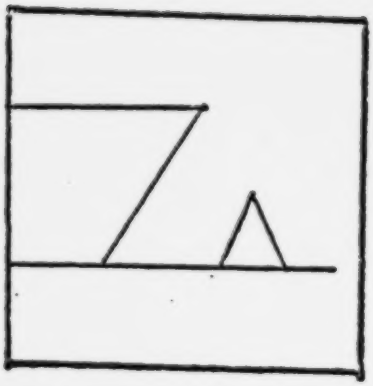
Preference for Older Playmates	Likes to play with older children; enjoys the company of older persons, including adults.

* Based on a research study by Virginia Z. Ehrich, parts of which were presented at the Annual Conference of the Council for Exceptional Children. TAG (The Association for the Gifted) April 1981, and at the World Council for the Gifted, held in Montreal, Canada, August 1981.

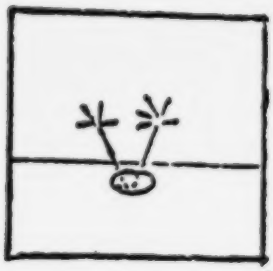
DROODLES

Droodles are fun and a great way of exercising creative thinking. They are simple line drawings with multiple interpretations. Possible solutions can be brainstorming for each drawing and then Roger Price's explanations revealed. Participants can design and title their own Droodles.

These examples come from Droodles and Oodles of Droodles:



This, of course, appears to be "A Mother Pyramid Feeding Its Child", but is called: A SHIP ARRIVING TOO LATE TO SAVE A DROWNING WITCH

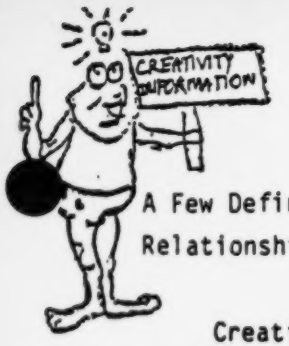


You may think this one is Two Palm Trees on a Desert Island or A Gopher with Two TV Sets. Both wrong. It is AN EARLY BIRD WHO CAUGHT A VERY STRONG WORM

Price, Roger, Droodles, Price/Stern/Sloan
Price, Roger, Oodles of Droodles, Price/Stern/Sloan

In children, creativity is a universal. Among adults it is almost nonexistent. The great question is, "What has happened to this enormous and universal human resource?" This is the question of the age and the quest of our research.

- From Harold H. Anderson, Ed.
Creativity and Its Cultivation



A Few Definitions

Relationship of Creative Thinking to Problem Solving

Creative thinking involves the production of new ideas, whereas critical thinking involves reactions to others' ideas or to one's own previous ideas. Critical thinking can be creative in that it can produce new insights for the individual, but these insights are concerned with previously established conditions. Creative thinking is very close to the problem-solving process. It may be described as "problem solving plus." Whenever the child or adult puts isolated experiences into new combinations or patterns (by trial and error, insight, or some other operation), we may say that creative thinking has taken place, and this process does take place in problem solving. The close relationships between problem solving and creative work are illustrated in Guy De Maupassant's assertion: "Whatever one wishes to say, there is only only one noun by which to express it, one verb only to give it life, one adjective only which will describe it. One must search until one has discovered then, this noun, this verb, this adjective, and never rest content with approximations" (Allen, 1948). A creative situation resembles a problem situation most closely when it reaches the stage of converting ideas, feelings, and images into tangible form.

The differences between problem solving, or "reasoning", and creative thinking is that problem solving is more objective, more directed toward some goal, which is usually external. Problem solving must be more consonant with the facts. Creative thinking is more personal, less fixed. It achieves something new rather than coinciding with previously determined conditions. It also tends to involve more intuition and imagination than does the more objective problem solving, though this difference is clearly a matter of degree rather than of kind. The special insights of the scientist, poet, or artist differ only in degree from the insights which all persons use in solving their problems.

Level of Creative Thinking

The concept of continuity in creative thinking has many implications. As Guilford (1950) put it, "All individuals possess to some degree all abilities, except for the occurrence of pathologies" (p. 446). Therefore, the scientist, inventor, or the painter does not have an ability that other men have never known; he simply has a larger share of some particular ability. Wilson (1951) proposed that originality is the most essential element in creative thinking and that it, too, may be regarded as a continuum measured by "the ability to produce ideas which are statistically infrequent for the population of which the individual is a member." Applied to childhood, this means that all children and adolescents are capable of creative thinking, just as they are capable of critical thinking. How much creative thinking they actually achieve, however, varies widely, depending somewhat upon other personal traits and acquired abilities. Although the evidence is still not clear, it seems probable that children and youth may also differ in degree in discrete, specific creative abilities. One adolescent may excel in designing a streamlined automobile; his nearest neighbor may be much better at planning a stained-glass window.

There is some support for the hypothesis that people differ not only in degree of general creativity but also in the degree to which they can be creative in any one given field. Guilford (1950) contended that the inventor, the writer, and the artist may have some creative factor in common, but that there is also much variation in their patterns of abilities. Hutchinson (1949) distinguished between the problem solving of the scientist and the problem solving of the creative artist in terms of the amount of frustration (the emotional accompaniments) and the amount in insight exercised by the latter. Cattell (1947) stated: "Creative thought, when it is artistic rather than scientific, may aim to satisfy by what it is and by the emotion which it evokes, rather than by where it gets the thinker in relation to the real world" (p. 416). Creative thinking undoubtedly differs in terms of the field to which it is applied. It seems reasonable that creative thinking in the field of science may tend toward the objective problem-solving end of the scale, whereas creative thinking in the arts is influenced more heavily by personal and emotional factors at the other end of the scale.

If creative thinking exists in degree and if all people are capable of it, there is some temptation to describe all thinking as creative. Particularly in educational literature, there have been eloquent pleas to regard the child's thinking, every time he reaches a fresh solution or conclusion, as creative thinking. Since about 1925, Kilpatrick and other writers have suggested that all learning is creative because in learning the child achieves some new insight or reorganizes his experience in a way that is new for him. This is a matter of definition, and there can be no serious objection to this point of view if one wishes to embrace a broad concept of creativity. However, in accepting the definition that all learning is creative, there may be the danger of detracting from the importance of original discovery and from the difficult problem of how to stimulate creative effort in home and school. Burton (1943) distinguished clearly between the two processes. He believed that the child often discovers new knowledge, but that he does not create it. He would reserve the term creative for the production of something new, unique, and original.

Relationship of Creative Thinking to Genius

On the other hand, creativity should not necessarily be associated with genius as the term is usually used in psychological literature. Genius generally refers to high intelligence; creative thinking is productive thinking, bringing new solutions. Undoubtedly high intelligence increases the chances for the reorganization of experience and for the production of new insights, but it does not ensure the temperamental, dynamic qualities associated with creative work. According to one of the best-known studies of genius, the Genetic Studies of Genius series by Terman and others, little evidence can be found of extremely original contributions made in childhood and adolescence. The most recent book of the series (Teran and Oden, 1947) showed that of the children studied, the thousand with a high I.Q. achieved, in early adulthood, a superior educational achievement and a better-than-average occupational and social adjustment. The study gave some evidence of productivity and creativity in the arts and sciences in individual cases, but it also revealed that genius, as measured by high I.Q., will not ensure creative thinking toward the original end of the scale. In support of the position that high I.Q. and creativity are not synonymous Vinacke (1952)

has pointed out that the psychology of creativity involves a wide range of knowledge and human experience. He lists the following areas as part of the total problem: (1) personality of creators, (2) development of creative ability, (3) artist versus nonartist, (4) psychological principles applied to artistic products, (5) experimental aesthetics, and (6) mental activities in creative thought.

In conclusion, creative thinking is related to critical thinking and problem solving, but is not identical with them. There may be some general factor of creative ability, but there are undoubtedly specific factors in crativity related to the field of effort and to the loadings of objective and subjective components in the task. The current work of Guilford and his associates with young adults as subjects may throw light on creativity in childhood and adolescence.

CREATIVE THINKING

Importance of Creative Thinking

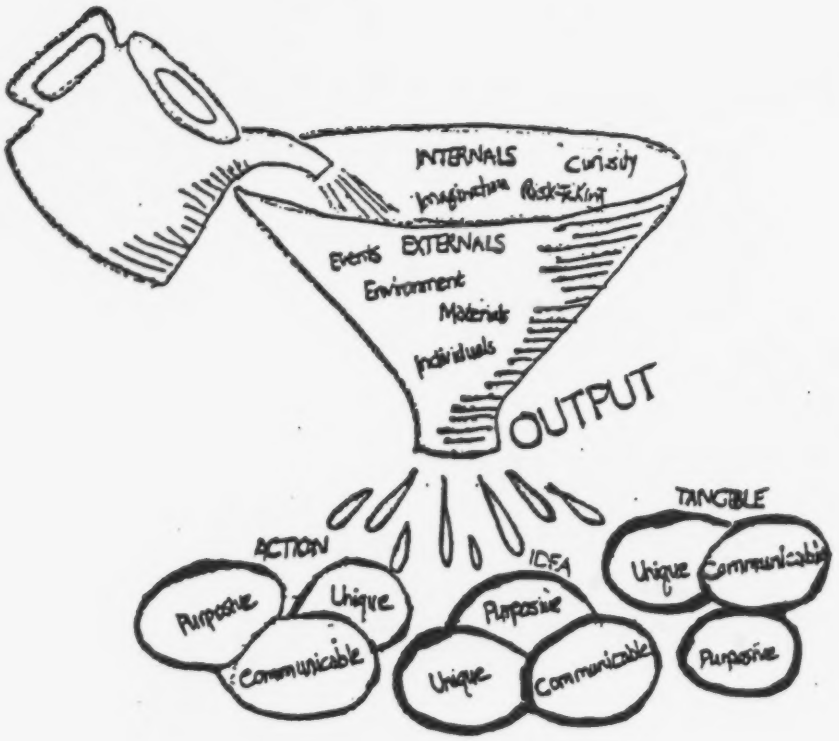
A person would be narrow and foolhardy, indeed, to argue that creative thinking has no place in a consideration of children's thinking. Given an opportunity, children are often original and creative in their conversation, their writing, their painting, their solutions to problems. Every parent and teacher can quote examples of the child's daring in analogy or solution. The six-year-old describing the family's new baby says, "He doesn't have much hair, but we comb it into a mouse's tail." The five-year-old uses such phrases as "hard as not spilling when you paint" or "slow as you grow up." Maslow (1948) suggested that adults are often overanxious, over-conventionalized in their thinking, much of which is at the associative level. While we "think", we are looking out of the corner of our eye to see what conclusions other people are reaching. Without being sentimental about childhood, it seems fair to say that children's thinking may have a freshness, an imagery, a creativeness, which the adults does not always achieve.

One reason for a chapter on creative thinking is the importance of the process itself. It is trite, but still true, that the progress of civilization depends upon new solutions, upon the creative thinking that people are able to do. Can everyone be creative, at least to some degree? Can the home and school do anything to develop creative thinking in childhood and youth? Many scientific and other discoveries are made by persons in their twenties, and it may be that the skills or habits of creative thinking begin early both in the fields of arts and in the sciences. The importance of the inventors, the designers, the planners, the composers in our culture is out of all proportion to their numbers. As Gilbert Highet[1] put it in a radio broadcast, "A poem lasts longer than a city or a scientific formula. A thought will outlive a bomb or an empire." The process which produces poems and thoughts obviously needs further study.

[1] Quoted by Goodman Ace in The Saturday Review, February 2, 1952.

CREATIVITY . . .

Involves the ability to produce new forms -- to conjoin elements that are customarily thought of as independent or dissimilar.

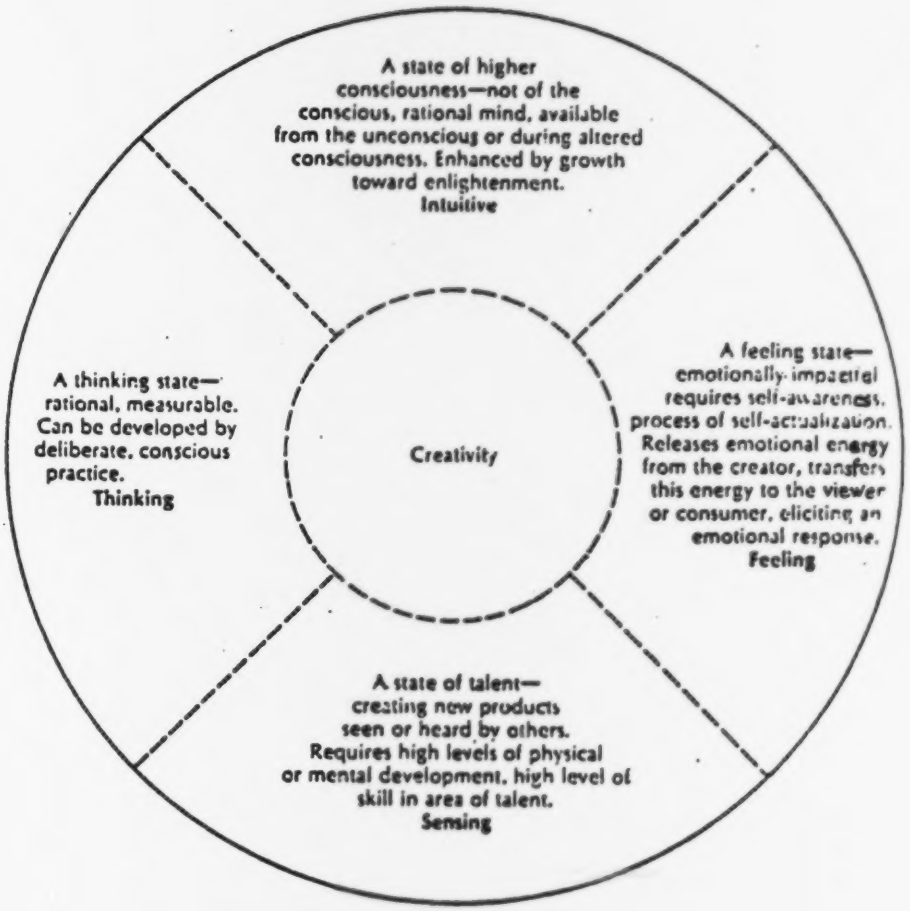


*Lewis, G/C/T, Sept./Oct. 1979, pp. 22-23

CURIOUS
ORIGINAL
OPEN
FLEXIBLE
FLUENT
INDEPENDENT
IMAGINATIVE
SENSE OF HUMOR

CHARACTERISTICS
of creative individuals

SENSITIVE
ELABORATIVE
NONCONFORMING
ENERGETIC
PERSISTENT
PERCEPTIVE
COMPLEX
INTUITIVE


A state of higher consciousness—not of the conscious, rational mind, available from the unconscious or during altered consciousness. Enhanced by growth toward enlightenment.
Intuitive
A thinking state—rational, measurable. Can be developed by deliberate, conscious practice.
Thinking
Creativity
A feeling state—emotionally impactful requires self-awareness, process of self-actualization. Releases emotional energy from the creator, transfers this energy to the viewer or consumer, eliciting an emotional response.
Feeling
A state of talent—creating new products seen or heard by others. Requires high levels of physical or mental development, high level of skill in area of talent.
Sensing

Creativity Circle.

* Clark, Growing Up Gifted.

FOCUS IN ON

Divergent Thinking

which encompasses these following components:

COGNITIVE

FLUENCY . . . to think of the most

FLEXIBILITY . . . to make different approaches

ORIGINALITY . . . to think in novel or unique ways

ELABORATION . . . to add on to

EFFECTIVE

RISK TAKING

IMAGINATION

COMPLEXITY

CURIOSITY

FLUENCY

- Tie a rope around it and use it as an anchor
- Use it as a paperweight
- Fill in the holes and use it as a cannonball
- Use it as ammo for a giant's slingshot
- Use it as a pencil holder
- Paint it green and give it to your mother as a head of lettuce

Now it's your turn.

PLEASE POS

PLEASE POS

DO YOU KNOW

A GIFTED YOUNG CHILD?

If you do or think you do, then be a part of this special meeting to verify your opinion, find out how the child can be assessed and learn about a preschool designed to meet the child's special needs.

WHERE: Westwood School
3939 Wrenwood Road
Toledo, Ohio 43623
(in the gymnasium)

WHEN: January 21, 1986
Tuesday

TIME: 4-5:30 p.m.

SPONSORED BY: The Lucas County Office of Education

PRESENTORS: Patsy Bashore
Coordinator of Gifted Programs
Lucas County Office of Education

Dr. Suzanne McFarland
Professor of Early Childhood/Gifted
University of Toledo
Consultant

Dr. Sally Kilmer
Professor of Child Development
Bowling Green State University
Consultant

RSVP: Only If You Are Attending
Gifted Resource Center
471-0384

APPENDIX D

PROJECT

UNICORN

Sponsored by: The Lucas County Office of Education

Learning involves

acting on

the environment.

A PRESCHOOL FOR GIFTED CHILDREN

Project Unicorn believes that gifted children need:

- To be in an understanding, accepting environment that will meet their needs.
- To enjoy the companionship of peers of comparable abilities.
- To discover early the jobs of learning.
- To be allowed to develop socially and emotionally at a pace consistent with their age.
- To acquire a sense of social and civic responsibility early in their school experience.
- To be exposed to a differentiated and enriched curriculum suited to their ability level and their special needs.
- To learn to think precisely and logically.
- To develop basic skills needed in reading, mathematics, science, social living, and other curriculum areas as early as possible and to the greatest extent possible.
- To learn to accept responsibility for their own behavior and for the consequences of their acts.
- To be allowed to enjoy their childhood while realizing their intellectual potential.

Learning is

developmental.

Learning integrates knowledge.

Learning is based on dialogue.

Learning accustoms

the child

to decisions.

10

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PROJECT UNICORN

For:	Precocious preschoolers, ages 3 - 5
STARTING DATE:	September - June
WHERE:	Gifted Resource Center, 3939 Wrenwood Road, Toledo, Ohio
WHEN:	Monday - Friday
COST:	$850.00 (includes $50.00 non-refundable psychological testing fee; monthly payments arranged).
CONTACT:	Patsy Bashore, Coordinator of Gifted Programs Gifted Resource Center (419) 471-0384

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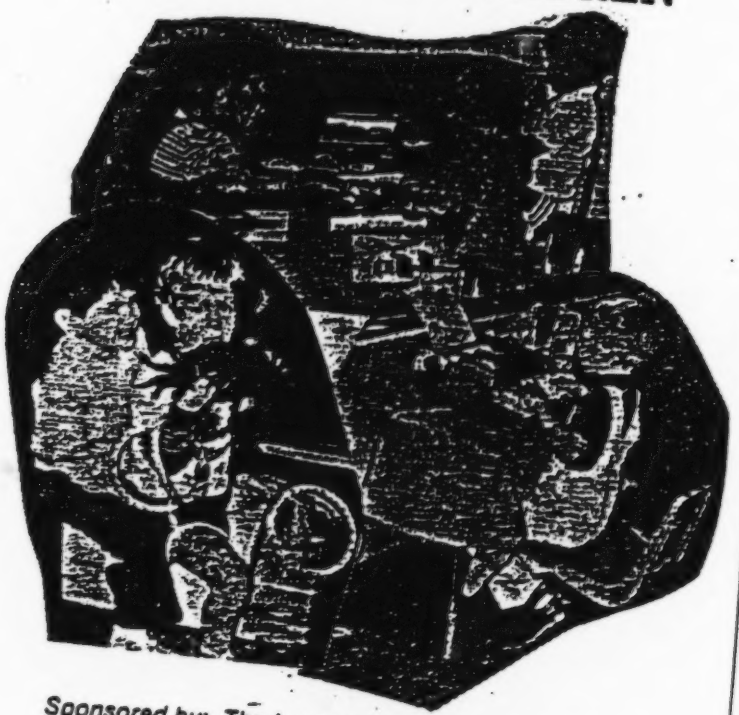
A

B

C's

FOR GIFTED PRESCHOOL CHILDREN



Sponsored by: The Lucas County Office of Education

Below are eight characteristics often associated with bright or precocious children. Please read and check those that best describe your child.

	Yes	No
1. *Early use of advanced vocabulary.*	___	___
2. *Keen observation and curiosity.*	___	___
3. *Retention of a variety of information.*	___	___
4. *Periods of intense concentration.*	___	___
5. *Interest in complex concepts and their relationships.*	___	___
6. *A broad and changing spectrum of interests.*	___	___
7. *Strong critical thinking skills and self-criticism.*	___	___
8. *Early demonstration of talents in music, art, athletics and/or the performing arts.*	___	___

If your child demonstrates at least six (6) of these characteristics you can call the Lucas County Office of Education, Gifted Department (419) 471-0384 to explore ways you can learn more about your child. It's easy as ABC.

Assessment is a series of experiences (tests if you will) to uncover your child's special learning patterns, strengths and needs.

Benefits for you and your child include understanding your child's abilities, tips on location and selection of appropriate educational opportunities.

Creating ways you as a parent can foster your child's development through enriching experiences is a benefit of assessment.

For more information or to make an appointment for an assessment evaluation, please call the:

Gifted Resource Center
3939 Wrenwood Road
Toledo, Ohio 43623
(419) 471-0384

Lucas County Office of Education

Thomas B. Baker
Superintendent

Patsy Bashore
Coordinator of Gifted Programs

Board of Education

Mr. Jess A. Yoder
Mr. John Hoyt
Mr. Harvey Davis
Mr. Roland Hansen
Mrs. Marcia Helman
Mr. J. E. Meyer

Consultant

Dr. Suzanne McFarland

WHAT IS THE PURPOSE OF ASSESSMENT?

To learn more about specific skills, behavior and limitations of a child's ability in a number of different areas.

Specifically assessment is the first step for children to be identified for Project Unicorn, a gifted preschool. Overall assessment is to collect information to better facilitate a creative, developmental environment.

WHAT WILL YOUR CHILD BE DOING?

Individual assessment is a very special process.

Because the young child is a very different thinker/learner than the school aged child we have selected assessment instruments that are applicable and give the most information about the three, four and five year old child.

All assessment procedures are implemented individually by a professional who has special training in the area.

Some of the activities will seem game like, while other activities will challenge ability and memory.

There are a wide variety of assessment tasks: verbal/written, concrete/abstract, perceptual/conceptual, informational/open ended and quantitative/qualitative.

WHAT KINDS OF THINGS WILL BE LEARNED FOLLOWING THE ASSESSMENT?

Most assessment instruments evaluate only one aspect of behavior and ability. Using several evaluation techniques, specific information can be obtained in areas such as intelligence, development, problem solving and creativity.

Interpreting this information in regard to the child as a whole human being and using the data in selecting an appropriate learning environment are of prime importance.

WHAT WAYS CAN THE INFORMATION BE USED?

Two important outcomes of the assessment procedure are 1) increased information about how a child thinks through and solves problems and 2) how a child compares statistically to other children the same age.

Information about how a child processes learning experiences and at what level this process is taking place provides the foundation for maintaining and fostering development in a preschool such as Project Unicorn or other enriching experiences at home.

WHAT ARE THE LIMITATIONS OF ASSESSMENT?

Although we will be using the best assessment instruments possible, there are limitations in evaluating the three, four and five year old child. First, the preschool aged child has a short attention span. Second, a preschool aged child may have assimilated more information and knowledge than he/she can verbalize. Third, some tests that could be used for a young child are designed for an older child. Assessment information will be recorded and interpreted in view of these limitations.

For more information or to make an appointment for an assessment evaluation, please call the:

Gifted Resource Center
3939 Wrenwood Road
Toledo, Ohio 43623
(419) 471-0384

Lucas County Office of Education

Thomas B. Baker
Superintendent

Patsy Bashore
Coordinator of Gifted Programs

Board of Education

Mr. Jess A. Yoder
Mr. John Hoyt
Mr. Harvey Davis
Mr. Roland Hansen
Mrs. Marcia Helman
Mr. J. E. Meyer

Consultant

Dr. Suzanne McFarland

September 9, 1985

In keeping with the Lucas County Office of Education's philosophy of meeting the individual needs of students at an instructional level at which they can be successful in order to build self-esteem and feelings of genuine self-worth, a preschool program, Project Unicorn, is being offered this school year.

Project Unicorn will begin Monday, September 9, 1985, at 9:00 a.m. until 12:00 noon. The preschool will be housed at Westwood Elementary School.

Tuition may be paid monthly, quarterly, semi-annually or annually. The first payment is due August 15 and you will be billed by the Lucas County Office of Education.

The Lucas County Office of Education has made a strong commitment to the success and growth of Project Unicorn. Therefore, I am asking each parent to make the same commitment by offering their support for a full school year, September 9 until June 13. In indicating your support, please sign the attached form and mail as soon as possible to the Gifted Resource Center, 3939 Wrenwood Road, Toledo, Ohio 43623. Also, please check your payment preference.

I want to thank you in advance for your support. I look forward to working with you and your child.

Sincerely,

Patsy Bashore, Coordinator of
Gifted Programs Lucas County School

I offer my support to Project Unicorn by enrolling my child/children for a full school year, September 9th, 1985 until June 13th, 1986.

_____

Parent Signature

Please bill me:

_____ monthly

_____ quarterly

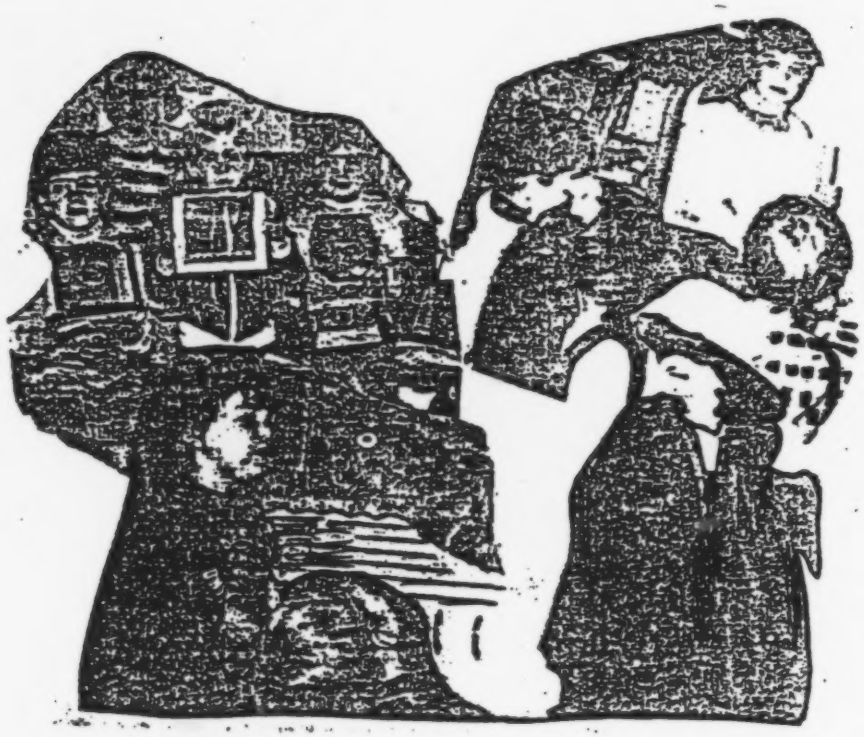
_____ semi-annually

_____ annually

I understand the Lucas County Office of Education will bill me.

PROJECT

UNICORN



A PRESCHOOL FOR GIFTED CHILDREN

Sponsored by The Lucas Board Office of Education

BEHAVIORIAL CHARACTERISTICS OF THE GIFTED CHILD

1. Advanced Vocabulary
2. Keen Observer
3. Retention of a Variety of Information
4. Periods of Intense Concentration
5. Ability to Understand Complex Concepts, Perceive Relationships and Think Abstractly
6. A Broad and Changing Spectrum of Interest
7. Strong Critical Thinking Skills and Self-Criticism
8. Early Demonstration of Talents
9. Wit and Humor

FIVE BASIC AREAS OF IDENTIFICATION OF THE GIFTED

General Intelligence

Academic Superiority

Creativity

Leadership

Visual/Performing Arts

PHILOSOPHY

The philosophy of Project Unicorn is to recognize each child as a special, unique, and important individual. The program is designed to promote a learning environment that allows children to enjoy their childhood while encouraging the development of their talents and potential.

GOALS PRE-SCHOOL PROGRAM

To provide opportunities for children to develop their whole personalities through

a. positive social relationships with other children.
b. physical development of large and small muscles.
c. stimulating exploratory experiences that will encourage children to problem solve, think logically, analyze and arrive at possible solutions.

To stimulate the development of language through listening and speaking.

To encourage independence.

To encourage curiosity and an exploration of environment.

To promote and establish a good home-school relationship in order to develop a positive attitude toward teachers, schools and learning.

To allow children to enjoy their childhood while meeting their needs through appropriate enriching experiences.

PROJECT UNICORN

Five Principles of Learning

1. Learning involves acting on the environment.
2. Learning is developmental.
3. Learning accustoms the child to decisions.
4. Learning integrates knowledge.
5. Learning is based on dialogue.

(Adapted from the University of Illinois Preschool Program for the Gifted)

PROJECT UNICORN

Programming

1. Encouragement of child to pursue a chosen interest in depth.
2. Learning based on interest and needs, rather than on predetermined order or sequence of instruction.
3. Activities more complex and requiring more abstract and higher-level thinking processes.
4. Greater flexibility in the use of materials, time, and resources.
5. Higher expectations for independence and persistence to task.
6. Provision of more opportunities to acquire and demonstrate leadership abilities.
7. Greater encouragement of creative and productive thinking, including higher-level thinking processes.
8. More emphasis on interpreting the behavior and feelings of self and others.
9. More opportunities to broaden the base of knowledge and enhance language abilities.

(Adapted from the University of Illinois Preschool Program for the Gifted)

PROPOSAL SUMMARY FOR THE EARLY IDENTIFICATION GRANT

The purpose of the enclosed proposal is to determine the strength and adequacy of a set of identification procedures to identify young three, four and five year-old gifted children and subsequently to use the identification data to develop appropriate curricular strategies and document the feasibility of using the identification data to plan and implement a program for young gifted children.

SUPPORTING RESEARCH

White (1975) has estimated that no more than 10% of preschoolers are "as well educated and developed as they can and should be." (p. 103)

Gallagher (1979) states that many parents and educators have incorrectly assumed that the talents of gifted children are basically indestructible. Gallagher believes that a negative environment "can be expected to reduce substantially or even eliminate the high talent and ability that might have been present originally" in the young child. (p. 35)

Finally, Havighurst (1962) maintained that "children become superior through a combination of being born with superior potential and being raised in a superior environment." (p. 353)

OBJECTIVES

Early Childhood Development

Grant Objectives

1. To develop and implement an early identification process for gifted three, four and five year-olds.

2. To use the identification process to develop a curriculum that would include learning experiences in creative thinking, problem solving and logic appropriate to three, four and five year-olds with exceptional intellectual potential.

3. To develop a parent involvement program so that the home and school can reinforce each other in developing the skills necessary for future success in school and for entry into the larger cultural mainstream.

4. To extend continuity of curriculum into the primary grades.

5. To communicate with the four local school districts regarding the program and to disseminate knowledge on a city and statewide level.

6. To isolate segments of the program which are applicable to environments of all young children.

ADVISORY BOARD

EARLY CHILDHOOD IDENTIFICATION GRANT

Mr. Tom Baker, Superintendent Lucas County Office of Education
Dr. Suzanne McFarland, University of Toledo, Early Childhood Professor
Dr. Sally Kilmer, University of Bowling Green, Early Childhood Professor
Mrs. Sandra Frisch, Assistant Superintendent Special Ed. Lucas County Office of Ed.
Mr. Gerald Masters, Principal Meadowvale School
Mr. Les Schultz, Curriculum Director, Ottawa Hills Schools
Mrs. Pat Reeder, Psychologist, ALC
Mrs. Liz Cole, Ph.D. Coordinator of Early Childhood Programs, Toledo Museum of Art
Mrs. Nancy Foley, Public Relations & Marketing Coordinator, Toledo Zoo
Mr. & Mrs. Davis, Preschool Parents
Mr. & Mrs. Eric Salowitz, Preschool Parents
Mr. & Mrs. Taylor, Preschool Parents
Ms. Ruth Jacquot, Program Manager Wildwood Visitor Center
Mrs. JoAnne Dixon, Fairgreen Nursery School
Mr. William Taylor, Principal Whitehouse Elementary School, Anthony School
Ms. Nancy Amos, Kindergarten Teacher, Waterville Elementary, Anthony Wayne School
Ms. Ruth Johnson, Special Ed. Teacher Jefferson Center
Ms. Carol Quick, Supervisor of Early Childhood Programs, Jefferson Center
Ms. Vivian Bork, Gifted Resource Teacher, Springfield Local Schools
Ms. Mary Hodge, Coordinator Head Start, Warren School
Ms. Marilyn Clark, Children's Coordinator, Toledo Lucas County Public Library
Ms. Debbie Cooper, Education Board Coordinator, Toledo Zoo
Ms. Denise Gehring, Assistant Program Manager Wildwood Visitor Center

AGENDA EARLY IDENTIFICATION PROGRAM DEVELOPMENT GRANT

Welcome and Introductions

Overview of the Early Childhood Grant

Role of Advisory Board

Requirements/Timeline of Projects

December
- Assessment Brochure/Project Unicorn Brochure
- Communication with Administrators

January
- Information Inservice Teachers/Parents
- Begin Implementation Guide
- Assessment and Identification
- Begin Curriculum Developed

February
- Begin Parent Involvement Guide

February/June
- Progress Report to State Department

March
- Parent Inservice

April
- Teacher Inservice

May
- Initial draft of Manual of Operations

June
- Final Draft of Manual of Operations
- Final Project Report

Schedule of Future Meetings
- February 5
- March 5
- May 7
- June 4

ASSESSMENT INSTRUMENTS

Step I

- Parent Nomination

Step II

- Individual I.Q. Tests
  - Stanford-Binet
  - Slosson
  - Kaufman Assessment Battery

Step III

- Parent Communication/Conference

Step IV

- teacher Observation in Classroom Assessment

Cognitive Skills

- Conservation
- Class inclusion
- Spacial relationships
- Classification

Reading Achievement Skills

- WRAT
- Slosson (word recognition)
- Five Stages of Reading

Math Achievement Skills

Creativity

- Thinking Creatively in action and movement
- PRIDE Test
- Goodenough Drawing Test
- Associative/Fluency Test

Gesell Development Test

Leadership

Play Behavior

Rough Draft

Curriculum Model

Project Unicorn

	Discovery	Dramatic	Texture	Motor Development	Expressive Art	Block Area	Communication
Identified Activity							
I. Exploration							
II. Learning More							
III. Building Upon							
IV. Communicating							

OUTLINE FOR PRESCHOOL CURRICULUM HANDBOOK

I. Background of Project Unicorn

II. Special Characteristics of the Young Child

III. Application of Curriculum to the Individual Characteristics of the Young Child

IV. Overview of What Experts Say About What is Good for the Young Gifted Child

V. Role of the Early Childhood Teacher

VI. Specific Curriculum Model for the Preschool Gifted Child

VII. Individual Curriculum Sections

- A. Discovering
- B. Dramatic Play
- C. Texture
- D. Motor Development
- E. Expressive Art
- F. Block Area
- G. Communication

VIII. Summary

IX. Bibliography of Resources

EARLY IDENTIFICATION GRANT

ADVISORY BOARD COMMITTEE MEETING

February 5, 1986

AGENDA

Welcome

An Update

- January mailing of assessment brochures
- Visit from Ms. Joan Hansen, Early Childhood Education Consultant, Ohio Department of Education
- Curriculum Model

Characteristics of Young Children

- Dr. Sally Kilmer, Bowling Green State University

Assessment Research Information

- Dr. Suzanne McFarland, University of Toledo

Next Meeting:

- Curriculum Techniques/Strategies
- March 5, 1986

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EARLY IDENTIFICATION GRANT

ADVISORY BOARD COMMITTEE MEETING

March 5, 1986

Welcome

Overview of Renzulli Curriculum Model Foundation for Elementary/Junior High Gifted Programs

Exploratory Activities

Process Skills

Independent Projects

Early Childhood Curriculum Model
- Exploration
- Learning More
- Building Upon
- Communicating

Discussion

Overview of new developmental Kindergarten Program - Ms. JoAnne Dixon

Overview of Early Childhood Program at Museum of Art - Ms. Liz Cole

INTEROFFICE MEMORANDUM

LUCAS COUNTY OFFICE OF EDUCATION

Thomas B. Baker, *Superintendent*
One Government Center
Fourth Floor, Suite 400
Toledo, Ohio 43604
(419) 245-4150

December 11, 1985

MEMO: Dr. George Tombaugh, Superintendent Springfield Local Schools
Mr. Larry Gersey, Superintendent Ottawa Hills Local Schools
Mr. George M. Donnelly, Superintendent Anthony Wayne Local Schools
Mr. Kenneth E. Bishop, Superintendent Washington Local Schools
Dr. David C. Abbott, Superintendent Maumee Schools
Mr. Robert Pfefferle, Superintendent Oregon Schools
Dr. Gordon R. Hoffman, Superintendent Sylvania City Schools
Ms. Ruth L. Scott, Superintendent Toledo Public Schools
Rev. John Thomas, Ph.D. Superintendent, Toledo Diocese

FROM: Patsy Bashore, Coordinator Gifted Programs

REF: Early Identification of Exceptional Children Grant

Please be advised the Lucas County Oiffice of Education has been awarded a grant from the State Department of Education for the early identification of exceptional children, gifted.

Enclosed, please find the following:

1. An Assessment brochure that will be distributed throughout the Lucas County and Toledo area.

2. A list of Advisory Board members that will oversee the grant.

3. The agenda from our first Advisory Board meeting, December 4, 1985.

4. Memo to all elementary school principals.

If you have any questions or would like additional information, please call me at 471-0384.

Thank you for your support and cooperation.

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INTER OFFICE MEMORANDUM

LUCAS COUNTY OFFICE OF EDUCATION

Thomas B. Baker, *Superintendent*

One Government Center
Fourth Floor, Suite 400
Toledo, Ohio 43604
(419) 245-4150

December 11, 1985

MEMO: Elementary School Principals Lucas County, Toledo, Maumee, Sylvania, Oregon, and Toledo Diocese.

FROM: Patsy Bashore, Coordinator of Gifted Programs

REF: Early Identification of Exceptional Children Grant

Please be advised the Lucas County Office of Education has been awarded a grant from the State Department of Education for the early identification of exceptional children, gifted.

Enclosed, please find the following:

1. An assessment brochure that will be distributed throughout the Lucas County and Toledo area.

2. A list of Advisory Board members that will oversee the grant.

3. The agenda from our first Advisory Board meeting, December 4, 1985.

I am asking for your support of the early identification grant by informing your teaching staff and referring parents to the Gifted Resource Center.

If you have any questions or would like additional information, please call me at 471-0384.

Thank you for your support and cooperation.

LUCAS COUNTY OFFICE OF EDUCATION

BEST CLASS AWARD

School Lucas County Office of Education Project Unicorn Date March 27, 1986

Class

Grade

Teacher Mrs. Harris and Mrs. Becker

Nominated for the following reasons:

I am nominating Project Unicorn students for the Best Class Award because of their enthusiasm and excitement for learning, their creative ability and their cooperation and caring about one another. Students in Project Unicorn love to learn. This love for learning shows in their eagerness to participate, complete and share activities in the classroom.

Creativity is a very important aspect of the learning process and these preschool students are becoming very fluent and original thinkers. Finally, the most important part of learning is cooperating and caring about one another. Project Unicorn students work and play together in discovering the world about them.

It is a pleasure to recommend the Best Class Award to Project Unicorn students because they are all wonderful.

Jonathan Davis D'Ericka Murphy

Steven Johnson Jaime Salowitz

Alexander Conn Carla Taylor

Person nominating this class Patsy Bashore

School phone number 471-0384

Kevin Gorman
Building Principal

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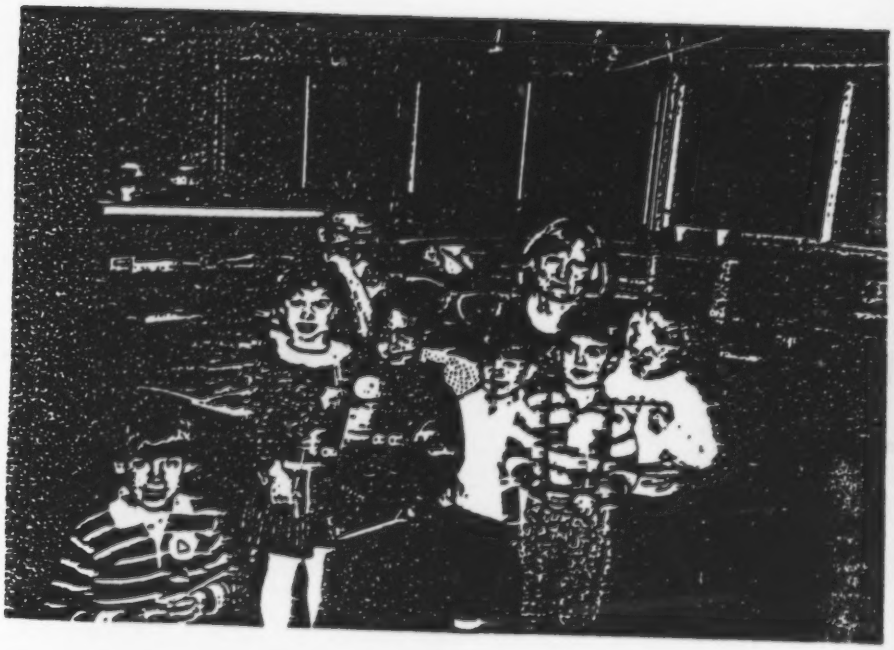


ABC'S OF PROJECT UNICORN

Handbook for Parents

Lucas County Office of Education

Superintendent
Thomas B. Baker

Coordinator
Patsy Bashore

Gifted Resource Center
2105 Arlington Ave.
Toledo, Ohio 43609
(419) 381-7219

Application Procedure

1. Parents complete a confidential questionnaire giving family and child development history. This form is obtained from the coordinator.

2. The parents visit Project Unicorn or have a conference with the coordinator. The visit to Project Unicorn is highly recommended.

3. Individual assessment of the child takes place in the classroom setting during the school year.

Arrival and Departure

Children should plan to arrive at the Westwood school between 8:55 and 9:00 a.m. Children should be picked up at 11:30 a.m. School hours are from 9:00 to 11:30 a.m. Monday through Friday.

Bad Weather

In case of bad weather listen to radio station WSPD or WTOL for an announcement regarding Lucas County Office of Education Alternate Learning Center at Westwood School or for an announcement regarding Project Unicorn.

Birthdays

On your child's birthday you may send in a special treat. Please inform the teacher at least a day before. Parents are welcome to come and share their child's birthday.

Clothing

Select clothing that your child can manipulate him/herself. This helps the child to develop self confidence and independence. For example, overalls cause children a great deal of difficulty at the bathroom.

Discipline

When an incident occurs the teacher talks to the child, explains the situation and attempts to redirect the child's behavior by encouraging involvement in another meaningful activity.

If the child's disruptive behavior continues and cannot be effectively redirected, the child will be asked to take a "time out".

Children are encouraged to work out problems among themselves in a reasonable cooperative manner. "Tattling" is discouraged.

Emergency Card

An emergency card is enclosed. Please fill it out and return to the school.

Fire Emergency and Weather Alerts

All teachers and students participate in drills when they are held at the Alternate Learning Center in preparation for such emergencies.

Goals and Philosophy of Project Unicorn

To provide opportunities for children to develop their personalities through:

a. positive social relations with other children.

b. physical development of large and small muscles.

c. stimulating exploratory experiences that will encourage children to problem solve, think logically, analyze and arrive at possible solutions.

To stimulate the development of language through listening and speaking.

To encourage independence.

To encourage curiosity and an exploration of environment.

To promote and establish a good home-school relationship in order to develop a positive attitude toward teachers, schools and learning.

To allow children to enjoy their childhood while meeting their needs through appropriate enriching experiences.

The philosophy of Project Unicorn is to recognize each child as a special, unique and important individual. The program is designed to promote a learning environment that allows children to enjoy their childhood while encouraging the development of their talents and potential.

Health record and Immunization Information

Cards are included that are to be filled out and returned to the school.

J Joy of Learning

Preschool is to be a joyful experience for children and impart a positive feeling toward learning, teachers and schools.

K Knowledge

Knowledge is acquired by young children through play and exposure to developmentally appropriate activities that are hands on in nature.

L Learning Centers

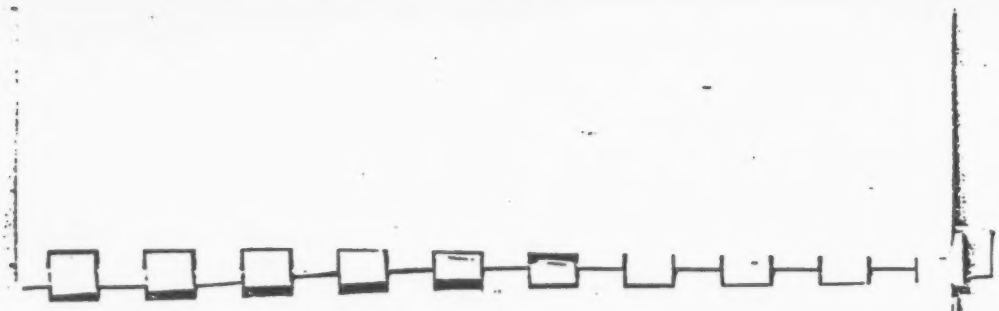
Discovery, texture, cooking, puzzles, manipulative game table, counting and number game centers, dramatics, gross and fine motor development activities, expressive art, communication and books are examples of learning centers the children select.

M Management of Communicable Diseases

A communicable disease is recognized when any of the following conditions are present:

Fever of over 100° (auxiliary)
Skin rash
Diarrhea and/or vomiting
Evidence of lice
Persistent cough and/or extreme nasal discharge
Unusual lethargy and listless behavior

When any of these symptoms occur the child will be made as comfortable as possible. The parents or emergency contact person will be notified and asked to pick up the child as soon as possible.



Medication Administered

Teachers are not authorized to administer any type of medication. Children are in school only two and a half hours. Therefore any required medication should be administered by the parent.

Newsletters

Newsletters will be sent home on a regular basis to keep the parents informed about the various activities your child is experiencing at preschool.

Outdoor Play

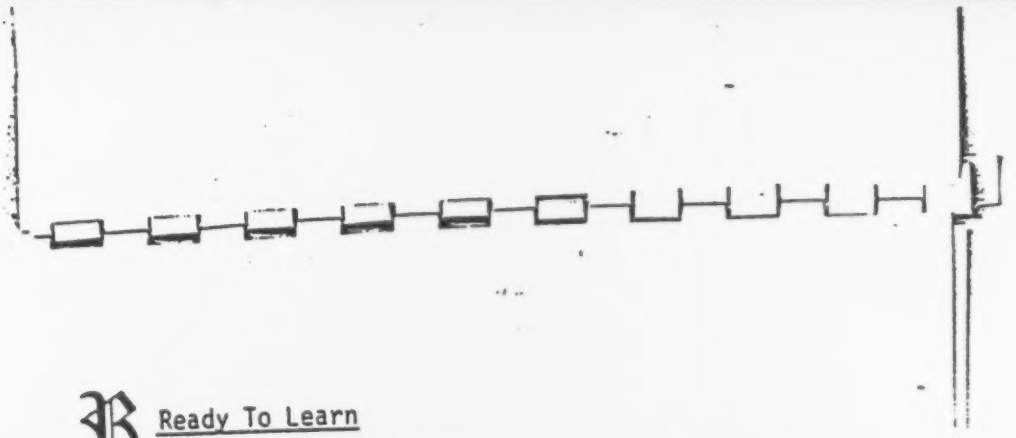
Children engage in outdoor play as weather permits. Please dress your child so he/she will be comfortable outdoors.

Play

Play and pretend are vital parts of an early childhood curriculum. Play allows children to develop their social skills, to communicate with peers and handle conflict.

Questions

Questions or concerns of parents should be discussed promptly with the teacher or coordinator of the program.



R Ready To Learn

It is known that a child who is happy, self-confident, optimistic, curious, and friendly is prepared to learn. At Project Unicorn these characteristics are enhanced by our carefully planned program.

S Snacks

Snacks are daily and planned with nutritional needs and dental health in mind. Children are encouraged to prepare their own snack.

T Tuition

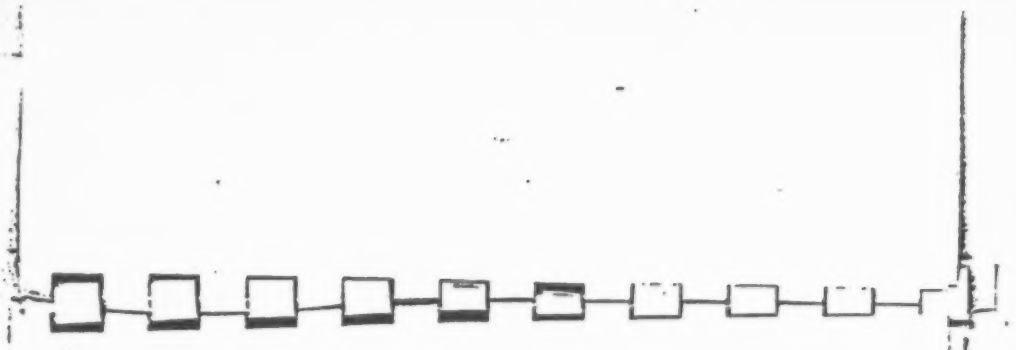
Tuition is due the first of each month unless other arrangements have been made. Checks are to be made payable to: Lucas County Office of Education.

U Understanding

At Project Unicorn children are placed in an understanding environment that allows them to be comfortable and benefit the most from their pre-school experience.

V Visitations

Parents are welcome to visit Project Unicorn anytime and are asked to participate throughout the school year.



W Whole Class Activities

Teacher and children join together for circle time to talk about the day's schedule. Materials to be used at the various centers are introduced as well as singing, fingerplay, and stories.

X Xyloid

Xyloid materials are available for the children to pound, saw and drill.

Y Your Child

Your child is very special and will be treated as such in the warm loving atmosphere of Project Unicorn.

Z Zoo

Zoo, art museum, and metroparks are just a few of the field trip experiences that are included in the curriculum of Project Unicorn.

EMERGENCY MEDICAL TREATMENT REQUEST

Complete and sign only Part I or Part II:

I. Consent for Emergency Medical Treatment

In the event responsible attempts to contact me, my spouse or other contact persons at the telephone numbers listed on the reverse side of this card are not successful, I, hereby, give my consent for the administration of any treatment deemed necessary by Dr._____ or in the event he/she is unavailable, by another licensed physician, and/or the transfer of my child to the nearest hospital if necessary. This authorization does not cover major surgery unless the medical opinions of two other licensed physicians who concur in the necessity for surgery are obtained prior to the performance of any such surgery.

_____ _____

(Date) (Parent's Signature)

OR

II. Refusal to Allow Emergency Medical Treatment

I do not give my consent for emergency medical treatment of my child. In the event of illness or injury requiring emergency treatment, I wish Project Unicorn staff to take no action or to _____

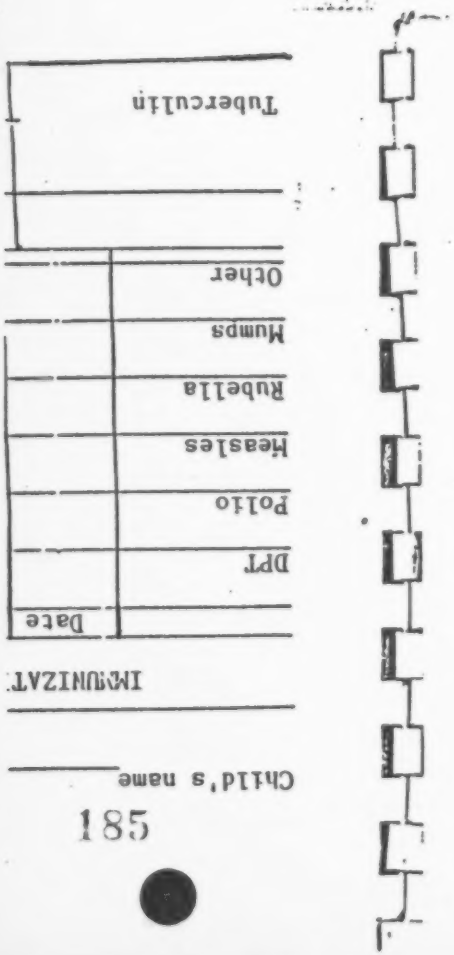
_____

_____

_____ _____

(Date) (Parent's Signature)

30D



EMERGENCY INFORMATION

NAME _____ PHONE _____
(Last) (First) (Middle)

ADDRESS _____

PARENT(S): MOTHER _____ FATHER _____
(Name) (Name)

HOME ADDRESS (If different from child's):

MOTHER _____ FATHER _____

HOME PHONE: _____ _____

BUSINESS ADDRESS: MOTHER _____ FATHER _____

BUSINESS PHONE: _____ _____

CIRCLE PHONE NUMBERS WHERE YOU MAY BE REACHED DURING THE HOURS YOUR CHILD IS ATTENDING PROJECT UNICORN.

DOCTOR'S NAME _____ PHONE _____ EMERGENCY PHONE _____

ADDRESS _____

PERSONS TO CONTACT IN EMERGENCY IF PARENTS CANNOT BE LOCATED:

_____
(Name) (Address) (Relationship) (Phone)

_____
(Name) (Address) (Relationship) (Phone)

31D

IMMUNIZATION AND HEALTH RECORD

Project Unicorn

Child's name_____ Date of Birth_____

IMMUNIZATIONS*

	Date	Date	Date	Date	Date
DPT					
Polio					
Measles					
Rubella					
Mumps					
Other					

	Date	Test	Result
Tuberculin			

NUMBER OF DOSES REQUIRED

DPT..... 4 doses of any combination of DPT/DT/Td vaccine, If the third dose was given at age 6 or older, no further doses are required.

POLIO... 3 doses are required.

Measles..1 dose is required. The required dose must have been administered on or after the first birthday.

RUBELLA..1 dose is required.

IMMUNIZATIONS THAT ARE RECOMMENDED

A fifth DPT dose should be given prior to entering elementary school.

32D

1. List all diseases this child has had _____

_____

2. List any chronic physical problems and history of hospitalization _____

_____

3. List all allergies and any special precautions or treatment for these allergies

_____

_____

4. List all medications currently being administered to this child _____

_____

_____
(Signature of physician or parent)

_____
(Date)

This form must be on file in the Project Unicorn Office prior to the child's attendance .

The activity which is the subject of this report was supported with funds provided by the Ohio Department of Education through a special grant award to the Lucas County School District. However, the opinions expressed herein do not necessarily reflect the position or policy of the Ohio Department of Education, and no official endorsement by this agency should be inferred.

For Additional Copies Write To:

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Division of Educational Services
Early Childhood Section
65 S. Front Street, Room 202
Columbus, Ohio 43266-0308

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